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AUTHOR	Wittich, Walter A.; Kucera, Geoffrey Z.
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ABSTRACT

This final report covers the third year of a three-year authorization to carry out media learning systems design and administration training. Nine of twelve educators accepting grant awards successfully completed the program. This project was offered as a block of thirty credits of graduate study beyond the Master's degree. The teaching of the program content and the supervision of demonstration projects was the responsibility of a team of specially appointed lecturers supported by members of the Department of Educational Communications at the University of Hawaii, Honolulu. This faculty designed a series of experiences which included eight objectives. During nine months, candidates were expected to complete graduate level courses in Educational Communications. In addition, candidates engaged in directed field internships two days a week which involved media demonstration projects. These terminal projects provided practical insight and experience in planning for the systematic dissemination of media procedures and information. (WCM)

ED 092116

FINAL REPORT ON THE
1972-1973
MEDIA LEARNING SYSTEMS DESIGN
AND
ADMINISTRATION TRAINING PROJECT
IN EDUCATIONAL COMMUNICATIONS

University of Hawaii
College of Education
Department of Educational Communications

Submitted to: Clarence Fogelstrom
National Center for Educational Technology
Reporters Building, Room 527
7th and D Streets, SW
USOE, Code 525
Washington, D. C. 20202

Submitted by:

Walter A. Wittich, Project Director
and
Geoffrey Z. Kucera, Associate Project Director

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INTRODUCTION

The report covers the third year of a three-year authorization to carry on media learning systems design and administration training among qualified and interested students who have completed their Master's degrees in education or an education-related field.

Following authorization by the USOE to the Department of Educational Communications to announce publicly its receipt of grant funds for the 1972-73 school year (see Appendix 1), the project director organized for use by interested applicants, announcements of the project. This invitation to apply for admission is described in Appendix 2. Grant invitations to possible candidates were distributed nationally.

The project was announced by the University Office of Public Relations. This office sent news items containing basic information to 19 local radio stations, 5 local television stations, and three national wire services. Announcements were also carried by the morning newspaper, The Advertiser, and the evening newspaper, The Star-Bulletin. See Appendix 3.

In addition, two special interest groups were sent copies of "invitations" to apply for the fellowship. One group represented young media leadership professionals now at work in the northwest of the United States.

A second special interest group included State of Hawaii supervisors and administrators of special education who had previously expressed an interest in bringing word of the program to the attention of local special education teachers who had previously shown interest in media leadership training as it relates to the field of special education.

As the result of the news announcements and special letters, we received several hundred phone calls, post cards, and letters of inquiries. Approximately 50% were from people who did not satisfy the basic requirements of teaching experience and a Master's degree in an education-related subject. After screening, detailed announcements were sent out to those who seemed to satisfy the basic requirements. 54 persons of those who received these responded by submitting completed application forms and credentials.

Up to June 1, the Graduate Division assisted us by evaluating credentials and recommending or denying admission to the Graduate Division--an essential first hurdle. The Graduate Division was extremely cooperative even though graduate admission officially closed on March 1 for the year following. The selection committee examined carefully the surviving application forms and on June 10 extended grant award invitations to 12 persons to participate in the 1972-73 project.* All accepted. See Appendix 4.

At the same time, letters were sent out to five others, next in rank applicants, who were invited to serve as alternates. See Appendix 5.

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* As the result of past experience in administering media training projects, a kind of attrition statistics have been developed by the staff. On each of five previous occasions, one or two people invariably dropped out of the project because of strong calls by their resident school districts to return for emergency appointments or to return for a variety of administrative reasons. Due to the circumstance, it was decided a calculated risk would be taken. As a result, 12 invitations were extended. To bear out the validity of this procedure, one of the recipients withdrew from the project late in August due to the fact that he was unable to secure a proper leave with the assurance that his position would remain open to him. A second person withdrew because a new superintendent had been appointed and he demanded that all his resident staff be with him during the critical first year of his term. The staff considered these valid reasons for withdrawal and reported the same to the USOE.

THE GENERAL PROGRAM AND PURPOSE OF THE PROJECT

The Media Learning Systems Design and Administration Training Project was offered as a block of thirty credits of graduate study, beyond the Master's degree in the field of Educational Communications. Candidates who participated were from the State of Hawaii and the mainland United States.

The program was designed to develop administrative leadership in Educational Communications. Toward this end, a specially designed series of experiences had been created. During nine months, candidates would be expected to complete graduate level courses in Educational Communications, and engage in directed field internship demonstrations which would permit the candidate to work approximately two days a week on media demonstration projects.

The teaching of the program content as well as the supervision of the demonstration project was the responsibility of a team of specially appointed lecturers and members of the resident staff of the Department of Educational Communications.

Among the lecturers were Dr. Edward Schofield, teacher of Library Administration, School of Library Science, University of Hawaii; Dr. Sheldon Varney, Professor of Educational Administration and Systems Design, University of Hawaii; Mr. Richard Sanderson, Media Specialist, Instructional Resources Services Center, University of Hawaii; and Dr. Charles Schuller, Director of the Instructional Media Center, Michigan State University.

Among those who served as resident staff members of the Department of Educational Communications were Mr. Don Huddleston, Mrs. Betty Alloway, Dr. Geoffrey Z. Kucera, Mrs. Lillian Lum, and Dr. Walter Wittich. Their specific credentials are described on pages 22 to 26 of the original grant request document. See Appendix 6.

The staff also included a specially appointed Administrative Assistant who worked closely in a liaison relationship with members of the staff, lecturers, the directors of the project, and the fellowship participants. The Administrative Assistant, Charles Nakamura, was selected from among many persons whose qualifications all included professional experience in media systems development, media planning and production, and direct field experience in administering media programs. Mr. Nakamura served in a most exemplary fashion and contributed greatly to the overall success of the project.

The selection of the various courses, provision for laboratory skill development in media as well as the participation of grantees in second semester media demonstrations all were based on helping grantees accomplish such objectives of the program as the following:

1. To acquire the working knowledge of Media Learning Systems Design and Administration.
2. To understand the principles of systems analysis applied to media resource administration, with emphasis on analysis, evaluation, and validation of media systems design.
3. To understand, analyze and be able to apply media research and media-related learning theory.
4. To understand the nature of interpreting media learning systems needs into cost budgeting, including cost analysis as it is related to learner efficiency.
5. To gain experience as an "agent of change" in working with students, teachers, and other school personnel to bring about a climate within which media-oriented learning strategies can be employed with effectiveness.
6. To design and administer a media systems-based learning demonstration of a clearly delimited scope, and feasible in terms of time, manpower, and budget.
7. To work closely with administrators and teachers in evaluating the efficiency of an action demonstration of the media learning systems described above.
8. To evaluate a learning demonstration in terms of

behavioral outcomes and to communicate this evaluation via 16mm sound motion picture and/or television formats.

The above objectives were to be accomplished through the completion of thirty credits of graduate work selected so as to qualify participants to engage in the design and administration of media learning systems.

THE GRANTEES

Invitations to praticipate were issued to twelve qualified recipients. All agreed to the terms of the grant awards and affirmed, in writing, their complete accord with the beginning and ending dates of the program; September 1, 1972 through June 30, 1973. Included were:

Burian, Frederick J.
Busick, Kathleen
Fawson, E. Curtis
Fujii, Evelyn H.
* King, Larry L.
Kuromoto, Dorothy K.
Lum, Loretta
* Martindale, James
O'Donohue, Sister A. Barbara
Pallante, Michael
* Panter, Richard
Willson, Robert R.

The grantees who completed successfully the program are introduced, now, to the readers of this report.

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* Note that only 9 of the original 12 grantees successfully completed the program. The explanations as to why these three fellows asked to leave the program are given on page 2 of this report.

1. Loretta Lum, left, carried on an exhaustive curriculum implementation project in Driver Education working directly under the supervision of the State Director of Driver Training. Right, Curt Fawson (striped shirt) developed an experimental sequence in visual literacy in which members of the EPDA group served first as participants and then as demonstrators.

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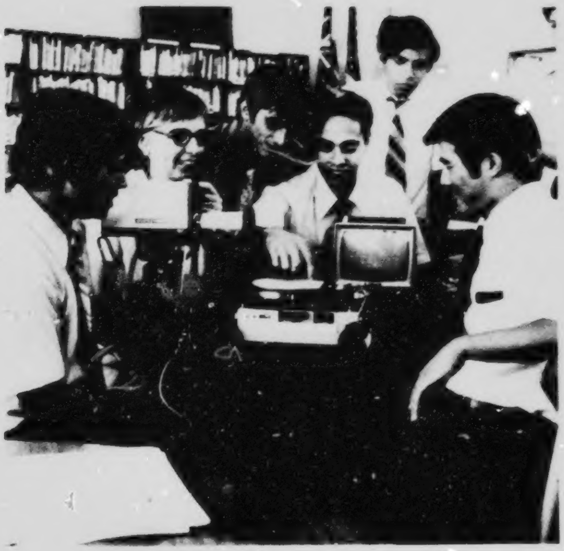
2. Evelyn Fujii, third from left, demonstrated the use of the video recorder as a means of capturing exemplary teaching examples which then could later be discussed and responded to by groups of teachers interested in upgrading their teaching of English as a Second Language to immigrant students.

Dorothy Kuromoto, second from left, planned and demonstrated and evaluated visual literacy experiences designed for elementary school pupils who were attempting to learn English as a second language.

3. Sister Barbara, second from left, developed a demonstration of the video tape recorder as a means of accumulating realistic and understandable information about career development.



4. Robert Willson developed a systematic plan for the administration of media learning resources by coordinating research findings and generalizations with documentation of exemplary programs for media learning material organization, administration, and distribution to elementary and secondary students as he observed this happening in Hawaii. Mr. Willson will present his reports to his own Seattle school district on his return.

5. Mrs. Kathleen Busick conducted a demonstration on the use of television by and for high school students. A summary of exemplary school experiences in television writing and presentation was recorded on videotape and exchanged with high school students in New York and Australia.

6. Fred Burian conducted a demonstration in the use of media by Asian teachers who studied at the East-West Center as a multimedia documentation technique useful in homeland reporting and as information.

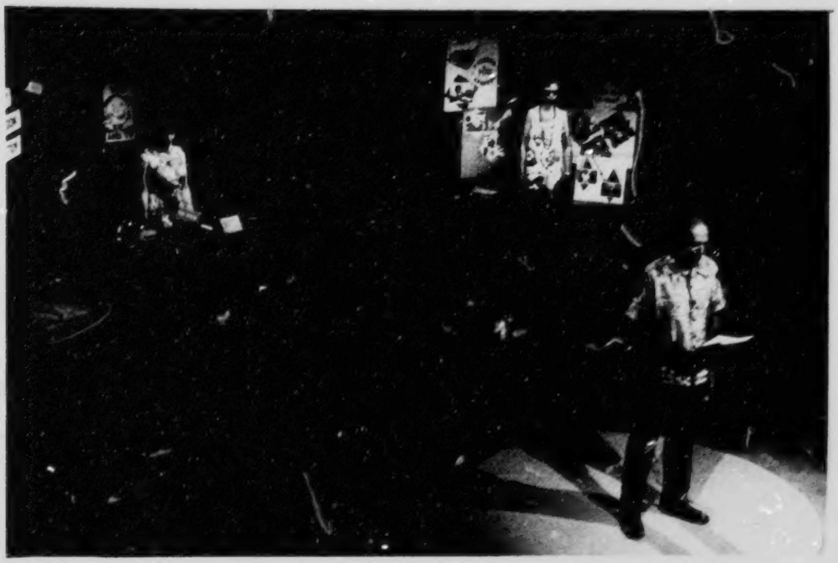
7. EPDA Grantee Michael Pallante, far right, researched innovational ideas, many of which he witnessed during visitations to Hawaii media installations; and, integrated the most appropriate into a working plan which he aims to implement in the New Jersey school to which he returns.

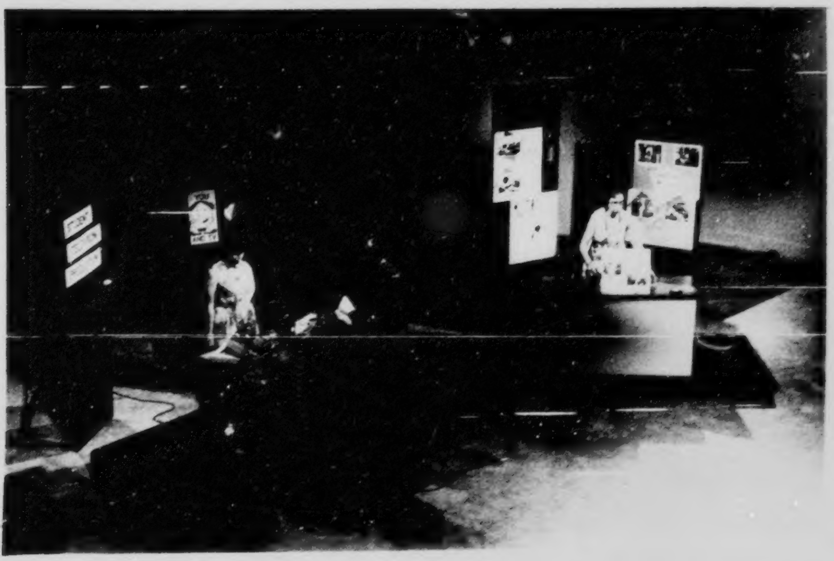
8. EPDA Grantees Sister Barbara and Fred Burian arrange a table top demonstration as a part of their television recording entitled, "Visual Literacy."

9. Evelyn Fujii and Kathy Busick rehearse demonstrations which will precede film clips illustrating how students become involved in learning, producing, and evaluating classroom television. This sequence appears in the 14 minute, 1/2 inch color VTR entitled, "Television: By and For Learners."

TELEVISION
PRODUCTION
OU
D TV

10. Members of the Educational Communications staff, the production staff of KHET public television, and two of the media grantees rehearse a sequence which will appear in their final television report entitled, "Visual Literacy"-- 1/2 inch color VTR.





DESCRIPTION OF THE FALL SEMESTER PROGRAM

During the first week of attendance in September 1972, members of the fellowship group were asked to respond to a "Media Communications Competence Scale". On the basis of their performance on this inventory individual fellows were assigned individualized schedules of work. See Appendix 3 of Appendix 6.

Please note that the Threshold Media Communications Competence Scale was used again at the termination of all instruction as an exit measurement device. The scale was used under these circumstances because of the evidence collected by the staff that the most realistic measurement of competence can be accomplished through one's own self-image of what he can or cannot do and what his needs include. The members of the staff were swayed by very objective research evidence which support the premise that no one is as realistic as the professional himself in gauging the level of his own competence. Further evidence indicates that those who operate in conjunction with professionals and attempt to evaluate them as peers are invariably more lenient and less definitive than are the individuals themselves.

Beginning with the Fall semester, the program was organized as a systems development experience per se. By Spring each of the students would have experienced all of the steps involved in a media system, and, as a climax of this, participate in the Instructional Development Institute as such. See Appendix 7.

During the Fall semester courses were arranged for fellows so that they might live through the opening responsibilities and opportunities of systems planning. Specifically, they engaged in courses which would enable them to overview the research, arrive at generalizations about media communication, become aware of the local status of media development in Hawaii (thus understanding the local situation) and out of this, finish the semester by tentatively identifying a problem which might be alleviated or even solved through the use of systematically applied media communication.

During the Fall semester, each fellow enrolled in five of the following:

Ed EC 605 SEMINAR IN MEDIA RESEARCH FOUNDATIONS (3 cr.)

Basic concepts in educational media research. Study and discussion of current research in various topics of educational communications. Development of overview of research findings. (Entry levels varied in terms of student's performance.)

Ed EC 620 PRODUCTION OF INSTRUCTIONAL MATERIALS (3 cr.)

Preparation of two- and three-dimensional instructional materials, charts, graphs, learning displays, television graphics, overhead transparencies, audio recordings, and use of Ektagraphic visual maker. (Each student's entry point into this course varied, and appropriate self-tutorial materials were made available for his use.)

Ed EC 630 TELEVISION IN EDUCATION (3 cr.)

Development and utilization of television for the purpose of improving the teaching-learning process. Practical exploration of possibilities with simple tv systems (including the capability of recordings).

Ed EC 635 ETV SYSTEMS AND PROGRAMS (3 cr.)

Study of planning, acquisition, utilization, and evaluation of educational television programming. Analysis of systems of organization, administration, transmission, and distribution.

Ed EC 650 MEDIA SERVICE ADMINISTRATION (3 cr.)

Developing theory of administration for media service and production involved in planning, initiating, operating, developing, and evaluating a curriculum support program in a single school or school complex setting.

Ed EC 670 EDUCATIONAL COMMUNICATIONS SYSTEMS (3 cr.)

Review of educational communications principles and their practical relationship to new educational media: techniques for design and utilization of combinations of media--both projected and non-projected, audio and visual, leading toward achievement of instructional goals; investigation of new teaching strategies; systems analysis, self-instructional and interrelated techniques.

During the Fall semester grantees were expected to "browse" extensively through the literature of media and communications made available to them in the very comprehensive collection of exemplary media learning resources and materials in the Instructional Materials Center of the Department of Educational Communications.

The University of Hawaii is exceptional in the nature and scope of its instructional materials and instructional development resources. The Department of Educational Communications itself owns and supervises the use of a selected 16mm sound motion picture film library of more than 1000 titles. In addition, the University collection of film more than matches this. The Instructional Materials Center of the Department also includes several hundred 8mm continuous film loops, an equally large and impressive collection of pre-recorded audio tapes, several thousand projectual masters, representative collection of slides, models, specimens, maps, charts, picture sets, and a very up-to-date collection of games and simulated learning experiences--all of which are easily accessible to the fellowship participants.

A word should be mentioned about how browsing opportunities are made available to fellows. In the Instructional Materials Center, two or three graduate students are allowed to enter and browse among the materials at their leisure and to the extent of their interest. No mechanical charge outs or supervision are imposed. The belief in this procedure has been vindicated through evidences brought forth by the fellows that through this technique they were able to encounter materials they would never have desired to had they been limited in access to the formally indexed cards procedures typically associated with custody of instructional materials collections. The browsing opportunity will be continued in subsequent years.

Analysis of Local Media Planning, Practice, and Performance

Visitation to and evaluation of on-going media programs in the State of Hawaii were conducted from September 1 to

November 15, 1972. The following were scheduled and made the subject of half-day visistations so that students could see for themselves how media was being administered, utilized, and evaluated. Following each visit, a staff-grantee critique was scheduled at which further insights could be gained.

October 4, 1972

1. Ewa Beach Community-School Library
2. Leeward Community College

October 18, 1972

1. Hawaii Curriculum Center
2. Punahou School - Pupil Response Media Laboratory

November 1, 1972

1. Kalihi Uka School
2. Honolulu Community College
3. Teacher Assist Center

November 8, 1972

1. Kahala Media Center
2. Kamehameha School

The community study situations listed above were considered at the time of the first visitation as being an introduction only. The visitation invariably served as a means of identifying the members of the fellowship group with the staff members of the facilities being visited. As an outgrowth, fellows found their way back to these facilities many times during the course of the school year as their own needs for further information and study through questioning and clarification become obvious. During the second semester, fellows invariably revisited such facilities as the above for the purpose of documenting in some form, still photography, television kinescope or 16mm sound motion picture film, some of the key activities which typified the service function or activity of the situation. Many of these materials were later used in putting together the final reports which were undertaken by each of the fellows and in addition to this, in embellishing through illustrative example the demonstrations and presentations which were made in videotape and filmstrip form.

MIDPOINT PERFORMANCE: SOME EXAMPLES

By the end of the first semester, grantees were called upon to synthesize course work outcomes, media skills acquisition, and field study experiences into tentative plans for the second semester demonstration. Each grantee was asked to state tentatively how he would expect to put his newfound information and skills into creative use.

Up to this point the grantees had studied media research and arrived at generalizatins, had visited media use situations in Hawaii and had observed successes as well as needs for further media skills and had discovered opportunities to employ educational administration strategies to media administration problems. By December of the semester, the fellows had tentatively identified problems and tentative solutions for alleviating problems, or, perhaps even solving them. Brief descriptions of such tentative problem identification and solution arrived at as of this date, are here stated.

Fellowship participant Fred Burian:

During the past seven years members of the East-West Center staff group who have been grappling with the problem of providing grantees (who meet here on the campus for one to two years of study) with the means of realistically reporting back to their local country's educational officers what they have actually discovered to be useful during mainland education tours and what their recommendations would include. One of the problems encountered was the complete reliance on verbal descriptions, explanations, and recommendations. Investigation of the efficiency of these verbal channels has revealed problems of local communication which have militated against utilizing with efficiency stated recommendations.

As a result, Fred Burian would seek to arrange for mainland visitation of East-West Center grantees. During such visitations, grantees would observe communication techniques and procedures among public school children enrolled in the elementary and secondary levels and colleges. He would explain media learning systems analysis procedures to selected grantees. Once their purposes and goals had been established, he would give them instruction in the communication techniques needed to adequately interrogate mainland educators and on the basis of such interrogation, select model excerpts of procedures which have to do with educational techniques and responses by students.

He would provide training to grantees in the techniques of documentation and recording using both videotape film and audio recording.

The end result would aim to help grantees accomplish a mediated documentation of what they have seen in terms of their needs for further information concerning American educational patterns and models. These would be taken back to the Asian nations to which the grantees return, as a living, realistic, and understandable report of possible procedures which can then be adapted profitably to educational planning in the local country. See Appendix 8 , pages 7-17.

Fellowship participant Kathy Busick:

Mrs. Busick's study and observation of the current mode of communication in local classrooms revealed great dependence on verbal forms of intercommunication between teachers and pupil, and, in many situations, by teacher domination of communication per se. Therefore she would experiment with new ways to establish two-way communication in selecting classrooms which would rely on new modes of student response including intra-classroom instructional television.

As an outgrowth of her needs assessment, Mrs. Busick would work in the Kaimuki High School, Department of Social Studies, where she would set about to demonstrate the feasibility of student-planned, produced, and validated television response modes.

Working under the supervision of the high school Department of Social Studies, Mrs. Busick would work intensively with one of the classroom teachers in assisting students to develop alternative modes of learner responses via intra-classroom television and/or learner initiated simulation or games.

The goal of this demonstration activity would be the implementation and validation of a model for change in classroom communication patterns. Change would be measured through the use of a specially created communications sociograph to record and make possible the analysis of the nature and direction of communications interchange within the classroom. See Appendix 9, pages 1 to 4.

Fellowship participant Curt Fawson:

His research into the status of multimedia instructional packages of learning information revealed there is a great need for mediated materials specifically designed as local use and learning opportunities.

The problem is complicated by the fact that most of the multimedia learning materials available are in the area of filmstrips, audio tapes, and in some instances are identified with motion picture film as such.

He chose as his particular field of investigation the designation of needs for multimedia learning materials which would incorporate games and simulation as well. Another parallel area would be visual literacy activities in which students would be given insight into methods and means of satisfying their curiosity about the community environment.

Curt proposed to create demonstration examples of multimedia learning materials which relate to some of the programmed areas selected by other candidates and to involve them in this kind of creative activity. It was hoped that during the second semester, interns would, rather than produce multimedia packaging in a sterile theoretical environment, actually produce learning resources which would grow out of those needs apparent within the projects undertaken by fellows in whose areas needs for original materials were found to exist.

Evaluation would be accomplished by actually taking these multimedia packages into on-going classroom situations and putting them to the test of learner performance response per se. See Appendixes 9, 10, and 11.

Fellowship participant Evelyn Fujii:

Miss Fujii found an increasing number of non-English speaking immigrant students enrolled in the schools of the Farrington complex. With the termination of the Model Cities program, the English Language and Cultural Orientation Project (ELCO) in August 1972, the responsibility for providing English language instruction was assumed by the schools and directed by the complex special services team. Within the complex then, 700 youngsters needed to learn English as a Second Language.

In-service training of teachers in managing language acquisition strategies in the classroom is viewed as one of the important indirect services of the special services team. As yet, however, no training has been conducted.

Miss Fujii would work as a media specialist assigned to the Language Acquisition Teacher, and would plan and conduct in-service training of elementary school teachers who work directly with immigrant students. Specifically, her goal would be to video tape, edit, and organize for use demonstrations of effective teaching techniques to be used as one component of the in-service experience. See Appendix 9, pages 5-9.

Fellowship participant Dorothy Kuromoto:

Miss Kuromoto found that non-English speaking immigrant children enrolled in the public schools of Hawaii were experiencing difficulty acquiring basic academic skills in communication. These children were at a distinct disadvantage and were not, at the time, experiencing success. It would be the purpose of her demonstration to use media to promote more success in school for these learners.

She would participate with a team of specialists in designing developmental language acquisition activities useful in teaching English as a second language. She would attempt to provide a series of learning activities, based on media research generalizations, which will help bring about positive affective outcomes, as well as needed language skill outcomes, among the learners described above.

As each of the above techniques, procedures, and programs would be put into practice and evaluated, the best would provide a basic television-recorded teacher training battery of methods materials, and techniques which would then be studied, modified, and used by other teachers as they pursue their own work with similar groups of children elsewhere in the district. See Appendix 8, pages 1-7.

Fellowship participant Loretta Lum:

Mrs. Lum chose to study media utilization as the means for improving driver training in a community where approximately only 7,000 of potentially eligible 39,000 high school students were presently participating in a formal driver training program. She proposed to help in the creation of at least one unit of classroom driver education which will make it possible to effectively employ the best instructional media for classroom and demonstration use available.

Their terminal objective would be to provide suitable learning experiences in driver instruction in such format as will enable these to be used widely throughout the State and make such mediated experience available to more, if not all, of the 39,000 students now in need of such preliminary training. This demonstration would be pursued at Kaimuki High School.

See Appendix 10 , pages 1-4.

Fellowship participant Robert Willson:

Robert Willson would seek to produce and validate a model for optimizing school district-wide learning resources for the school district of Seattle, Washington.

His procedures would include a review of the literature and research; the study and analysis of on-going media learning resource service organizations as they now exist in the State of Hawaii.

On the basis of a set of constraints or options depicting the Seattle "situation" he would formulate a set of recommendations concerning what "can be" in the Seattle Public Schools as regards total media services to teachers and pupils.

He would adapt the ideal, as exemplified by the best he finds, to the needs of the Seattle School District. Recommendations and modifications would be presented not only in verbal format but wherever possible, through displays presented via photograph, audio tape, video tape, film, etc. See Appendix 10, pages 7-12.

Intern Entrée into the Local Administrative Structure

An enabling overriding goal of the fellowship experience was to induct fellows into the existing protocol which makes possible their efficient entrance into the educational establishment. Thus, as soon as fellows had identified a problem area and associated this with a given school situation, appointments were made to discuss arrangements with appropriate school officials. These appointments were consummated in such manner as to bring about a meeting of the minds between the "fellow" and, the given school official, either a principal or school district official, concerning the reality of the problem identification and the feasible possibilities that surrounded the assumption that a student intern working along with existing staff (under the scrutiny and watchful eye of the principal) could accomplish something significant within a two day per week assignment to that situation.

The lines of administrative authority in Hawaii are typical of what grantees may expect to find elsewhere. Requests for program action were initiated by the project staff and grantees; first to the State Superintendent of Schools, then to district superintendents, and, finally to the building principal or the supervisors involved. This procedure was "news" to half of the grantees, but became a fortunate exercise in developing their own future competence in developing the administrative means of working within future protocol requirements they might experience in the future.

Once all of the administrative lines had been observed, decisions were made to alter, modify, or accept as they were originally stated, the proposals which were presented. It was explained further that supervision of intern activities would be carried on jointly by members of the staff of the Department of Educational Communications and local school persons designated by the supervisors or administrator. In all cases, grantees were to be expected as responsible members of the staff who would observe school regulations, hours, and procedures.

Examples of how actually this procedure was placed in operation are here given.

Mrs. Kathy Busick, after a series of meetings with the principal, social studies supervisor and several classroom teachers, received approval for introducing into several social studies classrooms the concept of communications by half-inch portable television. Since the course outlines were already established and followed, the television concept would be incorporated into classroom procedures in such ways as to become an optional alternative for the usual and traditional written reporting. Thus, writing efforts could be redirected as "writing" television production scripts. Television would be used by students as an alternative means of reporting their social studies findings.

Mrs. Busick would prepare and introduce self-tutorial modules which would be used by the students to teach themselves how to manipulate half-inch portable television equipment. Her further contribution would be to work cooperatively with the classroom teacher in encouraging students to employ television as an alternative communication means.

Finally, a series of the students' written and performed demonstrations would be re-recorded in television format into a final edited tape which then would be sent to high schools in Australia and New York to be witnessed and responded to by counterpart groups of high school students. The project would be evaluated in terms of responses elicited from the students about their feelings of accomplishment and self-image satisfaction. The evaluation would become the basis of recycling for later and continued television use in the particular high school and elsewhere.

Another example, Loretta Lum, who was approved to work cooperatively with the State Supervisor of Driver Education, conducted a national survey of existing instructional materials in Driver Education, brought hundreds of media learning resource specimen materials into the State; and, evaluated their usefulness by actually putting them into use in driver education classrooms where the assigned teacher would use these materials in lieu of traditional presentations. Evaluation would be conducted jointly by the State supervisor, by the classroom teachers, and by the students.

Out of this a recycled project proposal would be designed by Mrs. Lum and made the subject of an exhaustive report to be placed in the hands of the State supervisor for future action.

SPRING SEMESTER ACTIVITIES

The Spring semester was marked by a swing toward individualization and pursuit of self-defined terminal objectives. The careful planning of the fall semester as well as the systematic induction of the interns into the stream of local school affairs "paid off" handsomely.

Consultant Roles

During the spring semester the staff was supplemented by the activities of three extremely qualified consultants.

Dr. Edward Schofield, Professor of Library Science and internationally known authority for library media administration was invited to participate in the conduct of Educational Communications Administration 750. Dr. Schofield is a long time advocate of coordinating the efforts of media administration and library administration into a coordinated overall concept which he describes as Total Information Administration. This point of view was invaluable because during the semester local field study was continued to note particularly how total administration of media was actually carried out in a practical situation in the local Media-Library Complex Administrative Centers.

Dr. Sheldon Varney, professor of Educational Administration at the University of Hawaii and nationally recognized authority on systems administration, became a consultant during both the first and second semesters. He presented a series of lectures in which he outlined the historical development of systems analysis as it affected school organization and during the spring semester served as an individual advisor and consultant to any of the participants who sought his counsel as they set about planning the structuring and implementation of their own intern projects. Dr. Sheldon Varney has worked with the fellowship participants during previous programs and continues to exercise an outstanding professional influence.

Dr. Richard Sanderson was invited into the consultancy to work along with staff personnel in the conduct of Educational Sound Motion Picture Film Production, course Ed EC 626. Dr. Sanderson's particularly able assistance was valued in the Spring semester because during that time each of the fellows is called upon to examine carefully alternative means of documenting and reporting to the community evidences of professional activities in media performance and administration. As a result of this coordination, each of the fellows was expected to place himself in a role situation where he would be expected as a media administrator to choose appropriate media channels to report systematically the nature and progress of media learning systems in his own community.

Dr. Charles Schuller, director of the Instructional Media Center for Michigan State University, joined the fellowship group late in the second semester for the purpose of evaluating, counselling, and exchanging viewpoints during both small group presentations and individual conferences. Dr. Schuller's presence served as a kind of culminating activity during which fellows were able to begin pulling together their final report activities and to present these as they might wish later to actually carry them back into their school district for more formal presentation.

This kind of final dress rehearsal provided the opportunity for a seasoned and experienced media instructional development administrator like Dr. Schuller to lend invaluable advice and counsel to members of the group.

The results of the interplay during the second semester of formal coursework and the activities of the fellows as they engage two days each week in the conduct of their own demonstration project were unusual. In every instance, the anticipated terminal objectives stated late in the first semester by each of the fellows was accomplished.

Evidences of this accomplishment are on file in the offices of the Department of Educational Communications and are available to any who would like to read and study these.

Each of the intern reports include statements of need analysis of the setting, a definition and description of a tentative prototype, detailed descriptions of procedures actually followed during the spring demonstration, descriptions of the evaluation techniques employed and an analysis of the degree to which the terminal objectives were attained. Evidences of learner response, where appropriate, are given in detail.

The primary function of the intern report is to serve as an appendix of reference information and support documentation so that when the intern returns to his own school district, he will be able to present his constructive plans for innovation in a climate of professional assurance. The report represents not only a scholarly survey of research literature and supporting generalizations which underline his own tentative list of solutions, but becomes a basis for pulling together all of the interrelated communication facets through which he will continue to make his own series of presentations to local administrators, staff-peers, and teacher-friends.

Mr. Robert Willson puts it this way: "For the first time in my professional career, I have been able to spend a year adequately documenting a series of educational ideas which now can be applied to the problem of making appropriate learning resources available to all teachers in Seattle who are interested. Not only do I have the plan in mind but I have translated the essence of my year of study into a series of projectuals, audio tapes, sound filmstrips, video tape recorders, 16mm sound motion picture films, and a series of organizational progress charts which cannot fail to help communicate essential innovational ideas for the future to the administrators with whom I work. To me this has been an experience in not only planning how to communicate, but in learning how best to communicate innovational ideas to our cohorts."

Each of the intern reports is in bound form and is on file as stated above.

Mediated Reports on Instructional Development Plans

One of the final accomplishments of the fellowship interns is to be found in the preparation of group reports of their activities which have been carefully planned, written in script form, and then actually produced as a mediated report per se.

Outstanding accomplishments of the fellowship interns included their selection of three parallel communication channels through which to develop their expertise in reporting and in communications.

Their accomplishments are described by rehearsing the titles and very brief nature of cooperative projects which they brought to completion in the field of filmstrip, 16mm sound motion picture film, and videotape production. These are listed here. See Appendices 8 through 11 for scripts.

One 1/2" color VTR entitled "Visual Literacy", 24 min. (Appendix 8)

One 1/2" color VTR entitled "Television: By and For Learners", 14 min. (Appendix 9)

One 1/2" color VTR entitled "Multimedia Learning", 18 min. (Appendix 10)

One 16mm sound motion picture film entitled, "The Media Leadership Systems Training Project", b/w (Appendix 11)

One 35mm filmstrip entitled, "Student Involvement in the Learning Process - EPDA, University of Hawaii, 1973"

One cassette audio tape with both 70% compressed and normal for the above filmstrip (side 1)

One 35mm filmstrip entitled "The Role of Media in the School Library - EPDA, University of Hawaii, 1973"

One cassette audio tape with both 70% compressed and normal for the above filmstrip (side 2)

The actual working out of the communication instrument became a kind of mini-system. In each case, the situation was defined. The nature of the audience was described. The key objective declared, the series of episodes described which in their complete stream of presentation would accomplish the communication message originally envisioned. With the knowledge that a good written plan is the best assurance of producing a good final communication product, the individuals and groups which developed such plans put them through a series of additions. The original addition was largely a point by point treatment. Following this the individual points were embellished into a stream of inter-related experiences. Finally, the finished strip editions were put through a series of polishing sessions so that smoothly worked out transitions, optical changes, and close support of visual concepts by and through the narration would be assured.

Copies of the film and half inch color television VTR reports are available to interested persons by addressing their inquiries to:

Department of Educational Communications
University of Hawaii, College of Education
1776 University Ave., Wist 105
Honolulu, HI 96822

The Culminating Instructional Development Institute Experience

The culminating experience scheduled during the last ten days of June was the grantees' participation in an Instructional Development Institute. Responsibility for this IDI was assumed by a staff of four people from the Department of Educational Communications and the Hawaii State Department of Education, including the project director. This Institute enrolled a total of 42 people, including the fellowship group. 100% attendance occurred during the forty-hour Institute. The general announcement, entitled, "An Invitation to Innovation" which describes the IDI very briefly, is included as Appendix 7 .

Two purposes were envisioned for participation in the IDI. The first purpose anticipated the Institute as being a general review and clarification opportunity for the participants as they looked back over the semester in retrospect and re-thought the whole strategy of instructional development as such.

The further outcome envisioned was that, having participated in an IDI Institute, each of the fellows would return to a position where sometime in the future during his administrative responsibilities, he would see the value of arranging for the staging of Instructional Development Institutes as a part of his own administrative responsibility.

EVALUATION

Evaluation of Intern Demonstration Activities

The final responsibility of the training participants was to prepare a report of their own instructional development demonstration. Each report is divided into separate chapter headings which parallel the nine points of the instructional development strategy as devised by Jack Edling, Donald Ely, Charles Schuller, and others. In order to gain an objective evaluation of these reports, it was arranged for Dr. Charles Schuller to visit during the later weeks of the project and on the basis of an individual interview with each of the fellows and an analysis of their term reports, to present his opinions based on his expert experience and long range understanding of media leadership administrative programs. Dr. Schuller's report is positive in nature as can be observed in this excerpt from his report:

> My overall conclusion is that all of the fellows were not only enthusiastic and thoroughly absorbed in what they were doing, but were accomplishing their specific individual purposes in an exemplary way.
>
> Mrs. Kathleen Busick, Miss Evelyn Fujii, and Sister Barbara O'Donohue were most directly concerned with the improvement of classroom learning situations--practical classroom problems--than perhaps were the others.
>
> Fred Burian, in particular, seems to have a breadth of perspective which reflects the important work he will be doing at the East West Center in guiding the future experiences of Asian educators who come to this study to acquire further information on principles and practices of instructional technology per se.
>
> Michael Pallante and Curt Fawson are both looking for the long-range solution or satisfaction of goals which have to do with setting up a whole process of improvement of learning through instructional development. Curt Fawson seems very well launched on his projected plans which he will put in force as the newly appointed Director of

Learning Resources at Church College. (I understand he will be leading a staff of nine people.) I gather from him that while the general dollar allocations are drawn up, he will have the specific responsibility of implementing a program and observing all of the problems related to the translating of a broad plan into reality and with complete observation of projected cost estimates.

My conversation with Bob Willson focused on strategy more than on anything else. I found that his plans were worked out excellently. However he is now preoccupied with how he will communicate these plans to his cohorts and superiors as he returns to Seattle and resumes his responsibilities as Director of Total Information Learning Resources for that district. For example, he was wondering whether to give the Superintendent the complete report, allow him the opportunity of studying it, and then organizing with him a piecemeal presentation for the overall staff. For a variety of reasons I suggested several alternatives for him to consider. After all the splendid work he has done in accumulating charts, videotapes, films, slides, and filmstrips, I would not want him to waste any of this by loosing his composite recommendation during too short a time span.

Evaluation of Communication Skills Mastery by the Media Interns

A terminal performance of the second semester has already been described above, namely, gaining practical insight and experience in planning for the systematic dissemination of media procedures and information. To do this, arrangements were made to have interns use the facilities of the State television broadcasting network, now known as KHET Public Television - Hawaii. Interns produced three video tape reports within the professional environment of KHET.

The directors of the project were able to acquire the opportunity for the fellows to work individually and in small teams as understudies with various staff members of KHET. As such, they went through the actual planning stages for input strategies including table top demonstrations, editorial inserts of film clips, charts, and models.

Also, each was able to work closely with the staff involved in creating the sets, organizing the production crews and going through dry run rehearsals in which later each of the fellows participated as talent. In the short space of about five weeks, a maximum involvement was obtained for each of these fellows, not only in going through the modus operandi involved in seeking to stage their own communication report procedures per se but in adapting these to television format so they would be able to do similar projects in their own community stations later.

The manner in which each of the three videotapes was finally produced is described in Appendixes 8-10 where actual scripts in their final form are exhibited.

An expected outcome is that on their return to their professional assignments, each of the grantees would have gained insights and practical experience into how a local television station could be expected to contribute time and staff to similar educational and media-oriented public reports. Since every television station has the obligation of utilizing part of its facilities and time in the interest of public affairs and public service, the object here was to put the fellows through an exemplary experience in television planning and production which then could become a model for them to pursue on the mainland, in the Pacific, and in Hawaii.

The admonition was made to the interns following this experience, that they were now in a situation to plan and assemble table-top demonstrations and multimedia input materials including film clips, demonstrations, displays, etc., in such manner as would enable them to approach successfully any local television program director, explain to him the input materials they had assembled, and ask for staff assistance and time on the air to produce their report for public consumption.

The three video tapes were judged to meet broadcast standards and thus validated the efforts and purposes of the intern group.

Evaluation of Media Leadership Growth - Outcome Evaluation

In order to determine the degree of change which has occurred within each grantee's mastery of cognitive information, and more important, the skills involved in translating this information into communications strategies, plans, and materials, a special scale was used: "The Communications Competence Scale", see Appendix 3 of Appendix 6.

The content items of this scale are a composite drawn from earlier scales which sought to survey general media communication competencies typical of that which has come to be expected of media leadership personnel.

The competence scale was administered to members of the fellowship group during the first week of their attendance in this program and at the end of the program after all grades had been assigned, all projects completed, and all final reports written. The reason for this last procedure was to objectify the final feelings of the grantees about the nature of their experiences during the year.

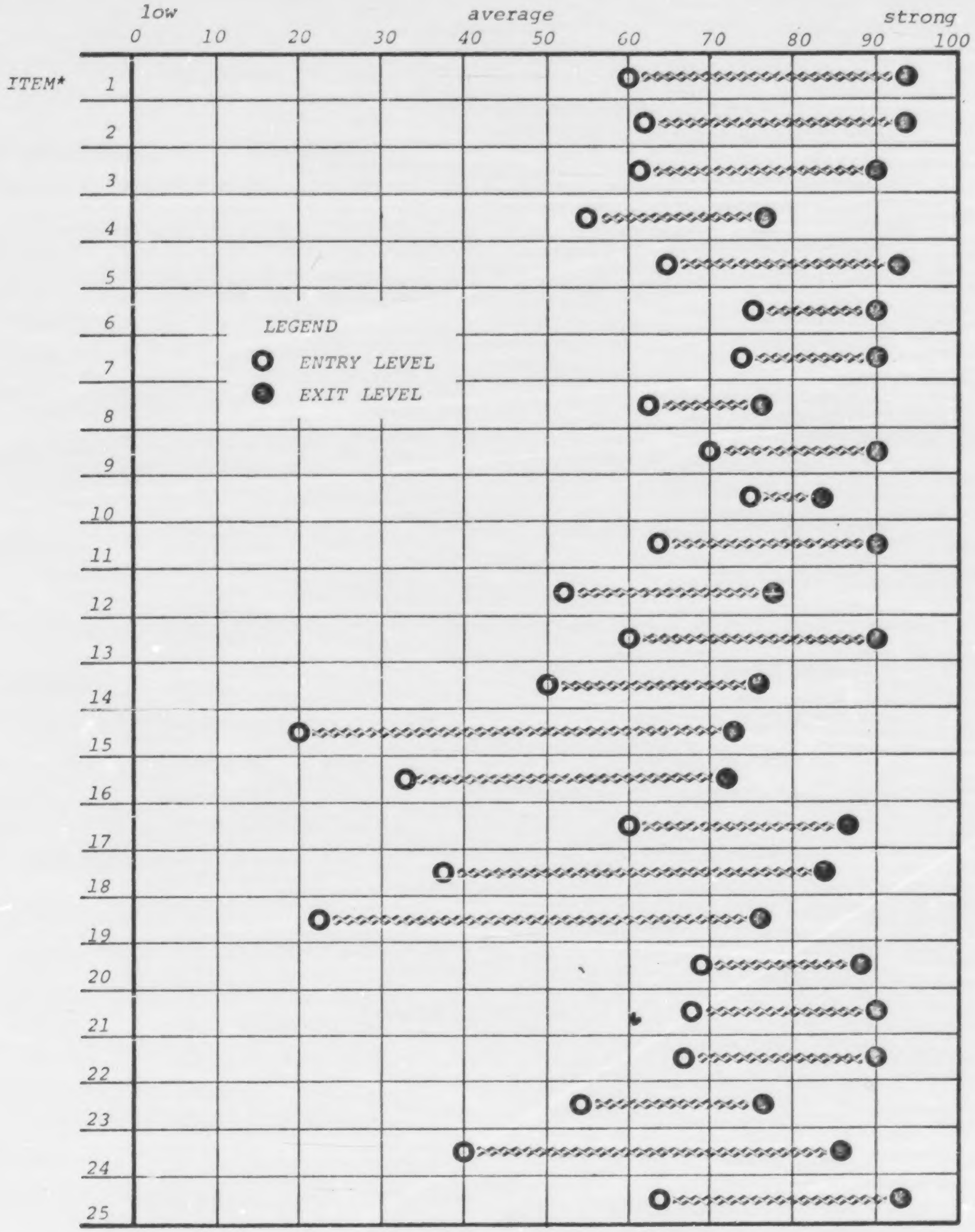
The results of the two administrations of the scale are portrayed in Chart 1 on the following page.

While no attempt will be made here to interpret for the reader the nature of the shifts,it may be said in general that a signficant positive forward shift occurred in terms of the self-image gains made by each of the media leadership grantee participants.

It should also be stated that the basic reason for making this a self-analysis scale is that the research evidence indicates that as the professional worker advances further up the performance ladder, he becomes more and more self-critical, more so than a cohort asked to make similar judgements.

Several generalizations may be made by those who analyze Chart 1 entitled, "Media Communications Competence Entry and Exit Behaviors of 1972-73 Leadership Trainees."

Chart 1. MEDIA COMMUNICATIONS COMPETENCE ENTRY AND EXIT BEHAVIORS OF 1972-73 LEADERSHIP TRAINEES



*See item explanation on facing page.

ITEMS INCLUDED IN THE MEDIA COMMUNICATIONS COMPETENCE SCALE

1. I can identify learning objectives met best through witnessing experiences made available via sound and motion (color or b/w) learning materials.
2. I can identify learning objectives which are met best through witnessing experiences provided by still-projected learning materials.
3. I can identify learning objectives which are met best through witnessing experiences provided by audio-recorded learning materials.
4. I can identify learning objectives which are met best through witnessing experiences provided by programmed instructional learning materials.
5. I can identify learning objectives which are met best through witnessing experiences provided by television recorded learning materials.
6. I am able to identify and translate learner needs into performance objectives.
7. I can identify learning objectives which are met best through witnessing experiences provided by still, visual-graphic presented learning materials.
8. I have the skills necessary to photograph assigned subjects: events, scenes, objects, etc.
9. I can operate the several kinds of technological equipment needed in arranging projected motion learning materials.
10. I can operate the several kinds of technological equipment needed in arranging projected still learning materials.
11. I can operate the several kinds of technological equipment needed in arranging audio-recorded learning materials.
12. I can operate the several kinds of technological equipment needed in arranging programmed learning materials.
13. I can operate several kinds of technological equipment needed in arranging televison learning experiences.
14. I am able to manipulate lighting so as to correctly illuminate a scene or event to be photographed in film or slide form.
15. I am able to enlarge or reduce photographic prints from negatives.
16. I am able to enlarge and reproduce projectual materials and alter size in such manner as to fit standard frames.
17. I can write a fifteen minute script (film or television).
18. I can "shoot" a fifteen minute script (film or television).
19. I can edit raw film footage into a fine-out sequence.
20. I can record and play back with fidelity audio learning materials.
21. I can originate projectual printing masters.
22. I can prepare displays of two- or three-dimensional learning materials.
23. I can place and analyze the effectiveness of microphones used in audio recording.
24. I can prepare a still media layout for publication.
25. I am able to judge, through the application of appropriate criteria, the merits of non-motion and still learning materials.

By and large, a strong, constructive growth shift in a positive direction was recorded by all of the trainees.

In most of the categories characterizing media leadership performance, trainees advanced in their own opinion to a "strong" level of performance, which when brought to future responsibilities will virtually assure successful management or leadership of things concerned with instructional development and educational communications.

Those areas in which "low" final performance levels were recorded (even though showing strong growth) resulted from programmatic deficiencies rather than the fellows' leadership characteristics. For example, only brief attention time (4 weeks) was spent during the second semester to perfect editing techniques as such relate to 16mm photography. In spite of the fact that a 50% positive shift was recorded, participants still feel there is room for further improvement. They are correct (see item 19).

The same is true for items 16 and 23.

Finally, of all those who participated in the three one-year post-Master's leadership training project, the third year participants have evidenced the largest positive growth record. Without doubt, this can be attributed first to the quality of the leadership trainees themselves, and secondly to the growing experience and expertise of the local staff and participating consultants.

Examples of Evaluation of Grantee Demonstrations by School

It has already been mentioned that during the second semester of the program, grantees became involved in carrying on demonstrations in actual school situations. In each of these, a school site liaison supervisor, or, principal accepted the responsibility of observing the grantee at work and participating in periodic conferences attended by the grantee, the teachers and/or supervisors, and a staff member of the Department of Educational

Communications. Insofar as this was possible, questions included in the "Media Leadership Accomplishment Scale" were the basis of discussion at such meetings. See Appendix 2, pages 8 to 13.

The most important conference, of course, took place at the end of the final semester when each of the site supervisors was asked to respond again to questions included in the "Media Leadership Accomplishment Scale". Examples of evaluation responses are here given.

Mr. Ted Ching, driver education program specialist for the State of Hawaii commented on the involvement of Mrs. Loretta Lum with his program at Kaimuki High School.

QUESTION: To what extent has Mrs. Loretta Lum demonstrated her ability to apprise herself of the driver education situation at Kaimuki and other high schools? (How successful was she in conducting interviews with teachers and with you about plans or situations having to do with the use of media in driver training?)

ANSWER: Mrs. Lum, having been a classroom teacher and a trained librarian, found it very easy to search out people who were in positions to tell her what the existing status of our program in driver education was. She did this very well at Kaimuki High School, where, under my supervision and that of the principal, Mr. Imanaka, she was given the privilege of interviewing teachers, of observing actual driver education classes in progress and associating herself with an experienced driver education teacher, Mr. Frank Baker.

QUESTION: How successful was Mrs. Lum in locating realistic driver training problems and formulating constructive suggestions as to how to solve or at least alleviate these through media use?

ANSWER: By spending long hours working closely with Mr. Baker and being present when driver training class meets, Mrs. Lum was able to observe and understand the nature of the existing program, and then make suggestions as to where we might look for additional effective instructional materials which could then be added to this already tested foundation.

QESTION: How successful was Mrs. Lum [illegible] matching theoretical plans with practical utilization [illegible] procedures which employed the use of media?

ANSWER: Extremely successful. Once we carefully reviewed our objectives and compared the materials which we were using with more recently produced materials, she then set about actually locating from many, many sources the more up-to-date films, filmstrips, 8mm film loops, projectuals, etc. which were then brought in and evaluated.

QUESTION: Was Mrs. Lum able to actually carry on a validation of the materials and equipment which she suggested for use in further improving the driver education program?

ANSWER: Mrs. Lum was extremely effective in this regard. She brought in materials from literally dozens of sources and arranged with Mr. Baker to try them out in actual classroom situations. On the basis of carefully considered criteria, i.e. suitability, degree to which the materials encouraged involvement, and of course, well presented information concerned with driver education techniques, Mrs. Lum was able to bring forth a voluminous list of recommendations complete with sources, prices, and use suggestions which teachers could follow. Finally, Mrs. Lum produced for us a detailed report and budget which she has already submitted. The report has been well received and will become the basis for future action.

Miss Beverly Haid, an elementary teacher at Fern School evaluated the work of Miss Evelyn Fujii with her class of non-English speaking students.

QUESTION: To what extent has Miss Fujii demonstrated her ability to apprise herself of the situation in your classroom at Fern School?

ANSWER: Miss Fujii was initially puzzled by what our objectives were, possibly because the field was very new to her. However, as she became involved through more conferences and opportunities to observe, she progressed to the place where she understood what our needs were for videotape records of intervention models useful to teachers of immigrant children.

QUESTION: As you observed Miss Fujii's work, how successful was she in defining realistic problems and in formulating workable plans for videotaping learning demonstrations such as would be useful to teachers of immigrant children.

ANSWER: She was very successful. For example, following initial explanation of what was needed and how we could use video tapes, she was then able to go into the classroom and make quite valid judgements about what was good and what was needed by the rest of us.

QUESTION: Was Miss Fujii able to submit to you future plans for development which might entail rearrangement of facilities, a budget for materials and equipment, or utilization procedures having to do with learning situations?

ANSWER: In lieu of a formal written report, we carried on many discussions and during these developed ideas about how to progress from the braod objectives served by videotapes to more specific objectives dealing in detail with future teaching examples, again to be videotaped.

QUESTION: What is your overall opinion of Miss Fujii's work? Do you have any recommendations for her?

ANSWER: The main suggestion I have for Evelyn is that she should become much more proficient in the substantive judgements involved in the actual selection of worthwhile teaching examples for video recording. Most of these judgements were up to me at the onset, but I encouraged Evelyn to make such for herself so as not to be so dependent on me for substantive judgements.

The last thing I wish to say is that I am extremely pleased with the final video teaching reports. We have used these several times in our teacher training sessions and very successfully. In short, it has served our purpose very well in that it is a kind of bridge from initial stages of development to the finer details of applying these techniques more completely to future in-service work.

In addition, Mr. Ken Yamamoto, coordinator of the Farrington Complex for the State of Hawaii, added these comments regarding Miss Fujii's contribution to Fern School.

QUESTION: To what extent has Miss Fujii demonstrated her ability to really figure out what the situation was all about and what some of the problems were? How do you think she fitted in with that? How well did she get herself into the act out there and come to grips with what the issues were, the problems, and the feel of the whole project?

ANSWER: Initially there was some confusion--not understanding particularly who was going to do what or why. Miss Fujii was not sure exactly what the goals were and how the operational details were going to be set up.

QUESTION: But you feel this was rather normal as it does take some time to get used to a new situation and therefore it is very important to take the time to find out.

Did you feel Evelyn was able to really define the core problem and decide on the tentative solutions which might be brought to the problem?

ANSWER: Miss Fujii finally got very well acquainted with the situation. The problem was decided upon and clearly defined.

QUESTION: When Evelyn suggested some solutions, were these reasonably well accepted by you and Beverly Haid?

ANSWER: For my own part, I felt the tentative solutions suggested were very good and I was glad to see her move ahead with them.

QUESTION: How well did the tentative solutions meet the needs as you saw them and was there some evaluation going on that you had confidence in?

ANSWER: The best evidence of the actual worth of the final product is that we're actually using it in our in-service program and that it is working. It gets our message across very well and is of use to the teachers involved.

In justification of Miss Fujii, let me say that it is difficult to bring a person with one style of operation into a school which is traditionally set up to experience the other and they should really have entered into the situation earlier to get involved more deeply with the realities of the school's organization. Earlier planning with the people involved might have overcome some of their problems; nevertheless it did work out.

Mr. Herbert Imanaka, principal of Kaimuki High School, evaluated Mrs. Kathy Busick's project in the Social studies Department of his school.

QUESTION: To what extent has Mrs. Busick demonstrated her ability to apprise herself of the situation at Kaimuki High School? That is, how successful was she in conducting interviews with teachers and with you about circumstances, plans, or situations having to do with the use of media in the school situation?

ANSWER: Mrs. Busick was very thorough in first analyzing the situation here, then formulating her plan of action as a media intern. Although most of her efforts were devoted to working with Mrs. Sharon Kaohi in the area of Asian Studies, she was also involved in assisting several other teachers in the use of media. Her relationship with the staff here was excellent.

QUESTION: How successful was Mrs. Busick in matching theoretical plans with practical utilization procedures which employed the use of media?

ANSWER: Her plans were realistic and she was able to attain the desired objectives. The activities and objectives were determined jointly by Mrs. Busick and teachers concerned.

QUESTION: Was Mrs. Busick able to submit to you future plans for development which might entail rearrangement of facilities, a budget for materials and equipment, or utilization procedures having to do with learning situations?

ANSWER: Regarding future development plans in media, Mrs. Busick was not able to do very much in this area. This was due to the uncertainty of budgetary expectations for the school.

This should not in any way reflect negatively on her part as it is beyond her control. She did make a great contribution here in that her services have made several teachers more aware of media utilization for instruction and caused a motivational effect.

QUESTION: Finally, what is your overall opinion of the professional attitude, awareness, and general competence of Mrs. Busick as a person who is seeking in the future the role of a media leadership professional?

ANSWER: It is my opinion that Mrs. Busick is an excellent prospect for a media leadership position. She is competent, dedicated, and highly professional in her attitude and conduct.

I appreciated our involvement in this program. It certainly was one in which we mutually benefited.

APPENDICES

Appendix 1

[illegible]

NOTIFICATION OF GRANT AWARD

1. NAME AND ADDRESS OF INSTITUTION (No., Street, City, State, and ZIP Code) University of Hawaii Department of Education Communications 1776 University Avenue, Wist 105 Honolulu, Hawaii 96822	OE- [illegible] OE- 523650 2. GRANT NUMBER [illegible] 2A. TRANSACTION NUMBER 72-0-[illegible]-7522 3. PROJECT NUMBER 6-0106 4. AMOUNT $85,500.00 [illegible] 5. PERIOD OF GRANT (Month, Day, Year) FROM No Change THROUGH 06-30-73
6. MAKE CHECKS PAYABLE TO: SAME AS ABOVE	7. GRANT AWARD IS (Check one) A. ☐ NEW B. ☐ REVISION NO. 2

8. PROPOSAL TITLE

Media Learning Systems Design and Administration Training Project (Post-master's)

9. SCOPE OF WORK AND/OR SPECIAL CONDITIONS

A. Grantee's proposal entitled "Media Learning Systems Design and Administration Training Project (Post-Master's)" dated 25 January 1972, is incorporated herein by reference. Number of participants is to be twenty (20).

B. Funds in the amount of $85,500.00 are hereby provided making the cumulative total of this Grant $250,068.00.

C. This Grant Revision shall be administered in accordance with the following:

1. Grantee's proposal referenced in paragraph "A" above.
2. Grant Terms and Conditions, OE Form 5241 (1/72). (Attached)
3. Handbook for Media Specialist Program, dated 11 February 1972. (Attached)
4. Special conditions which follow (paragraphs D through I).

D. The Grantee shall be reimbursed for Indirect Cost at a maximum rate of 8% of total direct cost.

10. GRANT AUTHORITY

P.L. 90-35, EPDA-Part D

APPROVED

11. NAME OF GRANTS OFFICER (Please type) Albert Rankin	12. DATE MAY 8 1972

13. SIGNATURE OF AUTHORIZED GOVERNMENT OFFICIAL

OE FORM [illegible], [illegible] REPLACES EDITION OF 7/70, WHICH IS OBSOLETE.

AN ANNOUNCEMENT OF A PROJECT ENTITLED

THE UNIVERSITY OF HAWAII 1972-73
MEDIA LEARNING SYSTEMS DESIGN
AND
ADMINISTRATION TRAINING PROJECT
IN EDUCATIONAL COMMUNICATIONS

In cooperation with the

MEDIA SPECIALIST PROGRAM
NATIONAL CENTER FOR EDUCATIONAL TECHNOLOGY
OFFICE OF EDUCATION
Under the
EDUCATION PROFESSIONS DEVELOPMENT ACT, PART D

Term of Project
September 1, 1972 - June 30, 1973

UNIVERSITY OF HAWAII   COLLEGE OF EDUCATION
DEPARTMENT OF EDUCATIONAL COMMUNICATIONS

ALL APPLICATION MATERIALS MUST BE COMPLETED AND IN THE HANDS OF THE GRADUATE DIVISION OR THE DEPARTMENT OF EDUCATIONAL COMMUNICATIONS NOT LATER THAN JUNE 1, 1972.

DEADLINE FOR SUBMITTING APPLICATIONS

1. Candidates will submit the Graduate Division Application Form and two copies of official transcripts not later than June 1, 1972 (and the earlier the better).

   Mrs. Tamiko Yamamoto
   Graduate Division
   Admissions Office
   University of Hawaii
   2540 Maile Way
   Honolulu, HI 96822

   NOTE: Applicants cannot be considered for admission to the program unless all materials are received by the March 1 deadline.

2. Candidates will submit to the Program Director at once or, not later than June 1, 1972

   Dr. Walter A. Wittich
   Educational Communications
   University of Hawaii
   1776 University Ave., Wist 105
   Honolulu, HI 96822

   the following items:

   a. Project Application Summary.

   b. The official United States Office of Education Application for Admission Form, O.E.7211.

   c. Three or more Confidential Evaluation Forms, O.E.7212.

   d. The Threshold Media Communications Competence Scale (1 page profile only).

   e. A statement by the candidate indicating his reasons and goals which support his application.

   ALL APPLICATIONS MUST BE SUBMITTED BEFORE June 1, 1972.

3. The Department of Educational Communications will notify potential fellows and alternates no later than June 10, 1972 of their acceptance or non-acceptance.

4. Letters of acceptance from successful candidates and alternates will be postmarked no later than June 15, 1972.

THE PROGRAM

The Media Learning Systems Design and Administration Training Project will be offered as a block of 30 credits of graduate study in the field of Educational Communications. Candidates will be selected from the State of Hawaii, from the Pacific Area, Alaska, and the mainland United States.

The Program is designed to develop administrative leadership in Educational Communications. Toward this end, an especially designed series of experiences has been created. During nine months, candidates will be expected to complete graduate level courses in Educational Communications, and, engage in directed field internship demonstrations which will permit the candidate to work approximately two days a week on media demonstration projects in a media learning context, relating to the candidate's teaching fields.

The Program will be supervised and taught by a highly qualified staff of educational media experts who are members of the resident staff, mainland universities, and representatives of the Department of Education of the State of Hawaii.

The following objectives, then, have been set for the proposed program; they are the result of cooperative planning described earlier:

1. To acquire the working knowledge of Media Learning Systems Design and Administration.

2. To understand the principles of systems analysis applied to media resource administration, with emphasis on analysis, evaluation, and validation of media systems design.

3. To understand, analyze and be able to apply media research and media-related learning theory.

4. To understand the nature of interpreting media learning systems needs into cost budgeting, including cost analysis as it is related to learner efficiency.

5. To gain experience as "agent of change" in working with students, teachers, and other school personnel to bring about a climate within which media-oriented learning strategies can be employed with effectiveness.

6. To design and administer a media systems-based learning demonstration of a clearly delimited scope, and feasible in terms of time, manpower and budget.

7. To work closely with administrators and teachers in evaluating the efficiency of an action demonstration of the media learning systems described above.

8. To evaluate a learning demonstration in terms of behavioral outcomes and to communicate this evaluation via 16mm sound motion picture and/or television formats.

THE ABOVE OBJECTIVES WILL BE ACCOMPLISHED through the completion of thirty credits of graduate work selected so as to qualify participants to engage in the design and administration of media learning systems.

LENGTH OF PROGRAM

The program will begin September 1, 1972 and will terminate June 30, 1973, thus including the Fall and Spring semesters, as well as the interim session and part of the Summer session. The nine months' program will include an interim program of special labs, demonstrations and field trips which will be offered during January, 1973.

CRITERIA FOR ADMISSION

Preference will be given to those candidates who have completed three years of successful teaching experience at the elementary or secondary level, who have at least seven years of teaching remaining (before retirement) following completion of the Program, and who will return to the positions from which they came so they may put to work their newly acquired skills and learning.

Additional specific requirements, which may be waived only in exceptional cases, will include the following:

1. An earned Master's Degree from the University of Hawaii or an equivalent institution (Educational Communications, Curriculum and Instruction, Library Science, Special Education, etc.).

2. Evidence of satisfactory media leadership potential based on record of experience and satisfactory Threshold (Entry Level) Media Behavior in which the "Media Communications Competence Scale" will be used. Each candidate will complete this scale and record his responses in the profile provided. The profile only will be submitted. The candidate may keep the scale.

3. Evidences of innovative and leadership potential based on personal history, letters of recommendation, and record of previous successful teaching experience.

4. A personal interview, whenever possible, by one of the committee members to verify criteria 2 or 3 above.

5. Admission to the University of Hawaii Graduate Division.

6. Ownership of still, 35mm or graphic type (120, etc.) camera of professional quality.

ACADEMIC CREDIT

A minimum of 30 academic credits will be earned by the candidate. These credits normally will be evaluated as post Master's credits. Successful completion of the program will win for the candidate a certificate in Educational Communications.

The following is a list of the courses to be taken during the academic year.

Ed EC 549 (3 cr.) CURRENT DEVELOPMENTS IN EDUCATIONAL MEDIA

Survey of Educational media in terms of curricular developments and of technological changes. Empaasis on selection, production, evaluation and utilization. Includes laboratory experiences. (Formerly Ed EC 570.)

Ed EC 605 (3 cr.) SEMINAR IN MEDIA RESEARCH FOUNDATIONS

Basic concepts in educational media research. Study and discussion of current research in various topics of educational communications. Development of overview of research findings. Preparation of media research proposal. Required of all Educational Communications majors.

Ed EC 650 (3 cr.) MEDIA SERVICE ADMINISTRATION

Developing theory of administration for media service and production involved in planning, initiating, operating, developing, and evaluating a curriculum support program in a single school or school complex setting.

Ed EC 670 (3 cr.) EDUCATIONAL COMMUNICATIONS, MEDIA SYSTEMS

Study of educational communications principles and their practicial relationship to new educational media; techniques for design and utilization of combinations of media, both projected and non-projected, audio and visual leading toward achievement of instructional goals; investigation of new teaching strategies; systems analysis, self-instrucitonal, interrelated techniques.

Ed EC 626 (3 cr.) EDUCATIONAL MOTION PICTURES

Planning and producing educational motion pictures, emphasis on communication and aesthetic factors as related to planning and production of moiton pictures to meet curriculum goals through systematic development.

Ed EC 635 (3 cr.) ADVANCED EDUCATIONAL TELEVISION

Research and study of educational development and utilization of instructional television with emphasis on ETV and systems approach to multimedia instruction in specific learning situations.

Ed EC 690 (3 cr.) SEMINAR AND INTERNSHIP IN MEDIA LEADERSHIP

A praticum in which the student is expected to interact with teachers and administrators in an on-going learning situation by planning and demonstrating, etc. Interns will be placed at various levels within the Department of Education in order to implement media situations in an action research context.

Ed EC 750 (3 cr.) SEMINAR IN ORGANIZATION AND ADMINISTRATION OF MEDIA PROGRAMS

Current principles and practices in organization and administration of programs utilizing new learning media: audio-visual, automated learning, educational television, facilities for such purposes.

2 ELECTIVES (6 cr.)

Each participant, upon consultation with the Director of the program, will have an opportunity to select an elective course, either in the field of Educational Administration, Curriculum and Instruction, or Library Science. (Exceptions only with permission of Program Director and Department Chairman.)

PRACTICUM AND FIELD EXPERIENCE

This will be assigned so as to permit the candidate to apply his theoretical knowledge and conduct a media systems demonstration.

During the practicum, the intern will originate a hypothesis based on media research generalizations and test it.

He will measure, evaluate, and validate the effects of media systems learning by judging observable behavioral pupil responses.

During the fall semester, the demonstration will be planned. The intern activity will be scheduled for the spring semester.

Interns may elect to work individually or under special circumstances, in two- or three-man teams in situations where such organization appears appropriate. At least, two full days per week will be reserved for each student's internship.

GRADE LEVEL OF STUDENT POPULATIONS TO BE SERVED

The program is designed to provide candidates with professional experience which will enable them to design and administer media programs primarily concerned with elementary and secondary school situations.

LABORATORIES, LIBRARIES AND MEDIA FACILITIES

The equipment and facilities of Educational Communications will be available to fellows. All fellows will be expected to become intern workers within these facilities:

The Instructional Materials Center. This is a modern laboratory in which students of Educational Communications learn to operate new media equipment, examine and evaluate media software: films, filmstrips, pre-recorded audio materials, two aand three-dimensional graphics, projectuals, models, realia, maps, charts, gloves, and programed learning materials. The Instructional Materials Center includes learning materials production facilities, including projectual making equipment, film and filmstrip production facilities, etc.

The Multimedia Learning Auditorium. The multimedia learning facilities which have recently been completed in Kuykendall Hall will be a laboratory available to candidates. Candidates may be given intern assignments within the actual planning implementation and utilization of interrelated new media programs.

The Learning Skills Laboratory. The heart of this laboratory is an actual classroom in which selected elementary or secondary school pupils are actually at work with new media. Fellows will observe through the means of television video equipment which also gives fellows the opportunity for experience in its manipulation and utilization.

Library Facilities. Library facilities include all of the major standard works published in the field of new media education. Most significant is the accumulating research list which is being accomplished through special arrangements with the Library of Congress.

Hawaii Educational Television Network. In April 1966, the largest and most modern educational television facility in the nation began operation. This facility is a part of the University of Hawaii. Staff and facilities will be used in the fellowship program.

The Hawaii Curriculum Center. The HCC is supervised by the Hawaii State Department of Education as an experimental center for creating, using, and evaluating new curriculum plans and the means of implementing these. Elementary and secondary pupils attend this center.

STATEMENT OF SCHEDULE OF PAYMENTS

A stipend of $3,000.00 will be awarded successful candidates. No dependency allowances are available. Payments will be made to fellowship holders in ten installments following normal payroll procedures of the University of Hawaii. First payment will be October 1, 1972.

NON-ALLOWABLE PROVISIONS

Fellows shall not be charged tuition fees. There is no allowance for travel or books. Payments to fellows will follow University of Hawaii procedures. Any individual awarded the fellowship may receive the stipend only while he is maintaining a satisfactory academic proficiency and is devoting full time to study in the field in which the fellowship was awarded. A fellow may not engage in gainful employment other than such part-time employment as teaching or research related to the Program's purposes, and then only after it has been approved in advance by the Program Director and the Office of Education.

INCOME TAX

A participant whose status in a training project is that of a degree candidate may exclude the full amount of stipend received from his gross taxable income for Federal personal income tax purposes. A non-degree candidate may exclude a maximum of $300 per month and must include in his gross taxable income the amount by which the total stipend received exceeds the total allowable exclusion.

The above-stated policy is set forth in Revenue Ruling No. 58-498, published in Internal Revenue Bulletin No. 1958-41, dated October 13, 1958. This Bulletin is on file in all Internal Revenue Service District Offices and local field offices.

DISCRIMINATION PROHIBITED

Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any program or activity receiving Federal financial assistance." Therefore, the University of Hawaii Media Learning Systems Design and Administration Training Project, like every other program of activity receiving financial assistance from the Department of Health, Education and Welfare, must be operated in compliance with this law.

PROFILE: A THRESHOLD MEDIA COMMUNICATIONS COMPETENCE SCALE

Name: ______________________________ Date: ______________

Address: ____________________________ Phone: ______________

Directions: Transfer from the detailed Scale, your responses to the 25 questions. Use X's to designate your status.

ENCIRCLE THE NUMBERS DESIGNATING THE TEN COMPETENCE AREAS IN WHICH YOU HAVE GREATEST STRENGTH.

	Strong					Average					Low
	10	9	8	7	6	5	4	3	2	1	0
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											
11											
12											
13											
14											
15											
16											
17											
18											
19											
20											
21											
22											
23											
24											
25											

NAME: ______________________ DATE: Yr ______ Mo ______ Da ______

A THRESHOLD MEDIA COMMUNICATIONS COMPETENCE SCALE

Judge the nature of, and, the degree or sophistication of the media communications skills you now possess.

(Check, with an X, the level of your skill in each category.)

Next, encircle the ten competency areas (numbered in the single summary profile) in which you have your strongest interest and the wish to develop further as you continue your education in media learning.

Finally, transfer your responses to the Profile Form, attached.

STATEMENTS	Strong					Average					Low
	10	9	8	7	6	5	4	3	2	1	0
1. I can identify learning objectives which are met best through witnessing experiences made available through sound and motion (color or black-and-white) learning materials.											
2. I can identify learning objectives which are met best through witnessing experiences provided by still-projected learning materials.											

STATEMENTS	Strong					Average					Low
	10	9	8	7	6	5	4	3	2	1	0
3. I can identify learning objectives which are met best through witnessing experiences provided by audio-recorded learning materials.											
4. I can identify learning objectives which are met best through witnessing experiences provided by programmed instructional learning materials.											
5. I can identify learning objectives which are met best through witnessing experiences provided by television recorded learning materials.											
6. I am able to identify and translate learner needs into performance objectives.											
7. I can identify learning objectives which are met best through witnessing experiences provided by still, visual-graphic presented learning materials.											

STATEMENTS	Strong					Average					Low
	10	9	8	7	6	5	4	3	2	1	0
8. I have the skills necessary to photograph assigned subjects: events, scenes, objects, etc.											
9. I can operate the several kinds of technological equipment needed in arranging projected motion learning materials.											
10. I can operate the several kinds of technological equipment needed in arranging projected still learning materials.											
11. I can operate the several kinds of technological equipment needed in arranging audio-recorded learning materials.											
12. I can operate the several kinds of technological equipment needed in arranging programmed learning materials.											
13. I can operate several kinds of technological equipment needed in arranging television learning experiences.											

STATEMENTS	Strong					Average					Low
	10	9	8	7	6	5	4	3	2	1	0
14. I am able to manipulate lighting so as to correctly illuminate a scene or event to be photographed in film or slide form.											
15. I am able to enlarge or reduce photographic prints from negatives.											
16. I am able to enlarge and reproduce projectual materials and alter size in such manner as to fit standard frames.											
17. I can write a fifteen minute script (film or television).											
18. I can "shoot" a fifteen minute script (film or television).											
19. I can edit raw film footage into a fine-out sequence.											
20. I can record and play back with fidelity audio learning materials.											
21. I can originate projectual printing masters.											

STATEMENTS	Strong				Average						Low
	10	9	8	7	6	5	4	3	2	1	0
22. I can prepare displays of two- or three-dimensional learning materials.											
23. I can place and analyze the effectiveness of microphones used in audio recording.											
24. I can prepare a still media layout for publication.											
25. I am able to judge, through the application of appropriate criteria, the merits of non-motion and still learning materials.											

UNIVERSITY OF HAWAII

COLLEGE OF EDUCATION

DEPARTMENT OF EDUCATIONAL COMMUNICATIONS

MEDIA TRAINING PROJECT APPLICATION SUMMARY

To estimate quickly whether or not you may be a Candidate for the University of Hawaii Media Learning Systems Design and Administration Training Project, please complete the following statements in support of your application for participation.

A. I have had ______ years of successful teaching experience, a teaching certificate, or comparable certification in an elementary or secondary school (librarian).

B. I have an earned Master's Degree (or comparable, please explain on reverse) in Educational Communications ___, Curriculum and Instruction ___, Library Science ___, Special Education___, other ____.

C. I feel very sure that I can be approved for Post Master's work by the Graduate Division of the University of Hawaii (requires a 3.0 grade point average) Yes ___ No ___.

D. I am reasonably sure I can secure a leave of absence and return to a position in which I can perform my newly acquired skills in Educational Communications. Yes___ No___.
(Note: A letter to this effect from your administrator is desirable.)

E. I am having prepared, two___three___Confidential Evaluation Forms, O.E. Form 7212, by persons who, within the last five years have been in a position to observe the nature and quality of my work (subject supervisor, school principal, etc). Yes ___.

F. I will prepare and send in my professional statement of goals purposes, etc. Yes___.

G. I understand the meaning and intent of the stated objectives and agree to undertake the tasks implied. Yes___No___.

SEND THIS IMMEDIATELY TO:

Dr. Walter A. Wittich
Educational Communications
Wist Hall Room 105
University of Hawaii
1776 University Avenue

YOUR NAME: ____

HOME ADDRESS: ____

TELEPHONE: RESIDENCE ______________ OFFICE ______________

Write in any comments on reverse side.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

APPLICATION FOR ADMISSION

(To Programs supported by Parts D and F of
The Education Professions Development Act)

FORM APPROVED
O.M.B. NO. 51-R0752

NSTRUCTIONS: Type or print, in ink, your answers, and return this form, together with any other forms supplied by the institution or agency to hich you apply, to the Program Director, NOT to U.S. Office of Education.

NAME OF INSTITUTION OR AGENCY TO WHICH YOU ARE APPLYING

2. NAME OF PROJECT

YOUR NAME *(First, Middle Initial, Last)*

4. HOME ADDRESS *(Number, Street, City, State, ZIP Code)*

SEX

☐ MALE

☐ FEMALE

6. AGE

YRS.

7. U.S. CITIZEN

☐ YES ☐ NO

9A. HOME TELEPHONE *(Area Code and Number)*

SOCIAL SECURITY NUMBER

☐☐☐ ☐☐ ☐☐☐☐

9B. OFFICE TELEPHONE *(Area Code and Number)*

0. YOUR PRESENT EMPLOYMENT *(Check one)*

☐ I AM EMPLOYED IN A SCHOOL, LOCAL OR STATE EDUCATION AGENCY, COLLEGE OR UNIVERSITY *(Complete the remaining items on this form)*

b. ☐ I AM NOT EMPLOYED IN A SCHOOL, SYSTEM, OR COLLEGE *(Omit items 11 through 17 and specify your employment here)*

1a. NAME OF EMPLOYER

11b. ADDRESS *(Include ZIP Code)*

2a. NAME AND TITLE OF YOUR IMMEDIATE SUPERVISOR

12b. ADDRESS *(Include ZIP Code)*

13. LIST YOUR PRESENT SCHEDULE OF COURSES TAUGHT, PROFESSIONAL ASSIGNMENTS, ETC.

COURSES TAUGHT OR ASSIGNMENTS	GRADES	% TIME PER WEEK

4. LEVEL OF SCHOOL *(or System)*

☐ PRE-SCHOOL

☐ JUNIOR-SENIOR HIGH

☐ PRE-SCHOOL AND ELEMENTARY

☐ ELEMENTARY AND SECONDARY

☐ ELEMENTARY

☐ POST-ELEMENTARY VOCATIONAL SCHOOL

☐ JUNIOR HIGH

☐ COLLEGE OR UNIVERSITY

☐ SENIOR HIGH

☐ ADULT EDUCATION

5. TYPE OF SCHOOL *(or System)*

☐ PUBLIC

☐ PRIVATE, CHURCH-RELATED

☐ PRIVATE, NOT CHURCH-RELATED

, APPROXIMATE NUMBER OF STUDENTS ENROLLED *(If you serve a single school)*

7. TITLE OF YOUR POSITION

18. IF YOU ARE PREPARING FOR EMPLOYMENT IN THE FIELD OF EDUCATION FOR THE FIRST TIME, OR AT A DIFFERENT SCHOOL OR LEVEL, OR FOR A DIFFERENT ASSIGNMENT, SPECIFY HERE

E FORM 7211, 12/70

REPLACES OE FORM 7211 1/70, WHICH MAY BE USED

19. SUMMARIZE YOUR YEARS OF EXPERIENCE IN TEACHING OR RELATED WORK

SUBJECTS OR ASSIGNMENTS	LEVEL (*Elem., secondary, etc.*)	YEARS OF EXPERIENCE	SUBJECTS OR ASSIGNMENTS	LEVEL (*Elem., secondary, etc.*)	YEARS OF EXPERIENCE

20. EMPLOYMENT RECORD — LIST YOUR PLACES OF EMPLOYMENT IN TEACHING OR RELATED WORK DURING THE LAST 5 YEARS (*Start with your present or last position and work back*)

DATES	NAME AND ADDRESS OF EMPLOYER	NATURE OF YOUR DUTIES

21. WHAT COLLEGES AND UNIVERSITIES HAVE YOU ATTENDED? (*Exclude attendance at institutes or programs you list in items 22 and 23*)

NAME OF INSTITUTION	DATES ATTENDED	DEGREE	MAJOR	MINOR(S)

22. HAVE YOU PREVIOUSLY ATTENDED AN EPDA PROGRAM, AN NDEA INSTITUTE, A NATIONAL SCIENCE FOUNDATION INSTITUTE, AN ARTS AND HUMANITIES INSTITUTE, OR A PROSPECTIVE OR AN EXPERIENCED TEACHER FELLOWSHIP PROGRAM? ☐ YES ☐ NO (*If yes, specify each*)

NAME OF SPONSORING INSTITUTION	DATES ATTENDED	SUBJECT FIELD	NAME OF INSTITUTE OR PROGRAM DIRECTOR

23. DESCRIBE ANY OTHER SIGNIFICANT ACADEMIC EXPERIENCES YOU HAVE HAD IN THE SUBJECT FIELD OF THIS INSTITUTE OR PROGRAM (*such as summer programs, workshops, or seminars*).

24. WHAT TEACHING CERTIFICATES OR OTHER CREDENTIALS DO YOU HOLD? (*Indicate type, level, subjects, etc.*)

25. DOES YOUR PRESENT POSITION INVOLVE TEACHING, OR OTHERWISE WORKING WITH, DISADVANTAGED CHILDREN OR YOUTH?

- ☐ YES, ALMOST EXCLUSIVELY
- ☐ YES, TO A SIGNIFICANT EXTENT
- ☐ NOT USUALLY

26. DOES YOUR PRESENT EMPLOYMENT INVOLVE THE TEACHING OF SPECIAL CLASSES FOR PHYSICALLY OR MENTALLY HANDICAPPED CHILDREN AND YOUTH, OR THE SUPERVISION OR ADMINISTRATION OF SUCH SPECIAL CLASSES? ☐ YES ☐ NO

IF YES, INDICATE WHETHER THE SCHOOL IS:

☐ EXCLUSIVELY OR PRIMARILY FOR THE HANDICAPPED

OR

☐ ONLY INCIDENTALLY FOR THE HANDICAPPED

27. **I CERTIFY** that the statements made by me in this application are true, complete, and correct to the best of my knowledge and belief, and are made in good faith.

DATE	SIGNATURE OF APPLICANT

U. S. GOVERNMENT PRINTING OFFICE : 1970 O - 403-054

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

FORM APPROVED
O.M.B. NO. 51-R0596

CONFIDENTIAL EVALUATION

(For Programs supported by Parts D and F of
The Education Professions Development Act)

TO THE EVALUATOR

Please complete this form and return to:

DO NOT MAIL

TO THE U.S. OFFICE OF EDUCATION

AME OF APPLICANT *(The individual named is seeking admission to the educational*
ogram named below)

AME OF PROGRAM

NAME OF SPONSORING INSTITUTION OR AGENCY

BJECT FIELD

DATES OF TRAINING

FROM

TO

TO BE COMPLETED BY THE EVALUATOR

NAME OF EVALUATOR

TITLE OF YOUR POSITION

2. HOW LONG HAVE YOU KNOWN THE APPLICANT AND IN WHAT CAPACITY?

CHOOL *(or System)*

CONSIDERING ALL THE EDUCATIONAL PERSONNEL WITH WHOM YOU HAVE WORKED OR SUPERVISED, HOW WOULD YOU RANK THE APPLICANT ON THE FOLLOWING CHARACTERISTICS

CHARACTERISTICS	EXCELLENT	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE	POOR	CAN'T JUDGE
a. Ability as a teacher *(or specialist)*						
b. Knowledge of subject matter						
c. Effectiveness in working with students						
d. Effectiveness in working with colleagues						
e. Leadership potential						
f. Scholastic ability, capacity for growth						

PLEASE PROVIDE ANY COMMENTS ON THE APPLICANT'S ABILITY, PERFORMANCE, CHARACTER, TEMPERAMENT, ETC., WHICH YOU BELIEVE WILL AID THE SELECTION COMMITTEE IN DETERMINING HIS OR HER SUITABILITY FOR THIS EDUCATIONAL PROGRAM

IN WHAT WAYS DO YOU BELIEVE THAT THE APPLICANT WOULD BENEFIT FROM ATTENDING THIS EDUCATIONAL PROGRAM? *(If the applicant has specific areas of need, please indicate them)*

DOES THE APPLICANT HAVE A CONTRACT, OR THE OFFER OF A CONTRACT, IN YOUR SCHOOL SYSTEM FOR THE NEXT YEAR?

☐ YES ☐ NO ☐ I DON'T KNOW *(If "NO," please explain)*

PLEASE COMMENT ON WAYS IN WHICH YOUR SCHOOL OR SCHOOL SYSTEM MAY UTILIZE OR BENEFIT FROM THE TRAINING RECEIVED BY THE APPLICANT IF HE OR SHE IS SELECTED FOR THIS EDUCATIONAL PROGRAM

SIGNATURE OF EVALUATOR

DATE

E FORM 7212, 12/70 REPLACES OE FORM 7212, 1/70, WHICH MAY BE USED [illegible] 413-053

News Announcement

Appendix 5

EDUCATIONAL COMMUNICATIONS TRAINING GRANT ANNOUNCEMENT

The University of Hawaii announces the third annual EPDA U. S. Office of Education funded post-master's Training Grant in Media Learning Systems Design and Administration Training Project in Educational Communications.

Authorization has been today received by the University of Hawaii, from the National Center for Educational Technology, Office of Education, Education Professions Development Act, Part D, to invite candidates to apply for ten grant awards of $3,500 plus dependent stipends for the period September 1, 1972 to June 30, 1973.

Project goals aim to develop urgently needed media specialists who can identify learning problems, recognize and state pupil needs in behavioral terms, select or create needed learning resource material, organize these into optimum learning strategies for instruction, demonstrate and evaluate the results of such instruction by noting and evaluating observable learner behaviors; and, where desirable, recycle the entire process.

Since 1966, the date on which the Department of Educational Communications was established at the University, five similar media leadership training grants have been financed and concluded under United States Office funds by personnel of the Department of Educational Communications. The current project represents the culmination of a three-year cycle of post-master's training grant programs. The program provides training in the development of media skills and practices, which during the Spring 1973 academic semester culminates in a media learning demonstration project during which the candidate actually places into use his newfound information as he becomes associated with one of twenty or more learning resource development projects currently going on in the State of Hawaii's schools.

Those interested in securing application forms in anticipation of a June 1 deadline are invited to contact the Department of Educational Communications, University of Hawaii, in person, by letter, or by calling 944 8871 for further information, or communicating directly with the project co-Directors, Dr. Geoffrey Z. Kucera and/or Professor Walter A. Wittich.

May 4, 1972

MEMO:

On May 4, 1972, the attached news announcement was delivered to the University Relations Office, to Mr. MacDonald. The announcement will be duplicated and forwarded to the Star Bulletin and the Advertiser, the Suburban Press, all of the neighbor island newspapers and other local news weeklies.

In addition copies will go to AP and UP with the hope of wire service coverage. Television service will be covered similarly through AP and UP wire service into the local television and radio stations of the state.

UNIVERSITY OF HAWAII

Educational Communications · College of Education

June 9, 1973

Grantee
Address

Dear Grantee:

Congratulations! You have been awarded a fellowship in the Media Learning Systems Design and Administration Training Project in Educational Communications at the University of Hawaii, September 1, 1972 through June 30, 1973.

Your letter of acceptance must (by law, Educational Personnel Development Programs 1970-71, Part D) be returned to us at the earliest possible date and be postmarked no later than June 15, 1972.

In addition to your letter of acceptance, you must return the completely filled out and signed application for stipend, OE Form 7213, 12/70. Before doing this, kindly study carefully the instructions included on this form. Note you are allowed to claim one, only one, dependent allowance grant of $400.

In order that we have further information about you, would you fill out the enclosed questionnaire entitled "Personnel Information Form".

Should you have any questions other than those anticipated on the attached personnel information form, please don't hesitate to write.

Sincerely and Aloha,

WALTER A. WITTICH
Director
Media Learning Systems Design
and Administrative Program

WAW:pa
encls.

Wist Hall 105 · 1776 University Avenue · Honolulu, Hawaii 96822/Cable Address: UNIHAW

Letter to Alternate

Appendix 5

UNIVERSITY OF HAWAII
Educational Communications · College of Education

June 9, 1972

Alternate
Address

Dear Alternate:

Congratulations! You have been selected as an "alternate" in the Media Learning Systems Design and Administration Training Project in Educational Communications at the University of Hawaii, for the school year September 1, 1972 through June 30, 1973.

A change from alternate status will occur if and when refusals are received from those who were offered the fellowships, or if additional fellowships are awarded to the University some time in July. You will be kept informed of any change in your status. If you wish to accept alternate status, please return your letter of acceptance and the completed and signed application for stipend, OE Form 7213, 12/70, postmarked no later than June 15, 1972.

It is very important that you inform us that you wish to be considered an alternate and to give us a terminal date beyond which it will be too late to make plans to leave your position for the 1972-73 school year.

Sincerely and Aloha,

Walter A. Wittich
Director
Media Learning Systems Design
and Administration Project

WAW/mjm
Encl.

West Hall 105 · 1776 University Avenue · Honolulu, Hawaii 96822 / Cable Address: UNIHAW

Appendix

UNIVERSITY OF HAWAII

Date January 25, 1972

RANDUM TO. DEAN WYTZE GORTER

The attached proposal, to be sponsored by the University, is ready for your
nistrative approval. The signatures below indicate full concurrence with the
ctions of this project, including time of personnel involved, space and facility
rements and department or other funds to be commitred.

________	Research grant/contract	________	New
XX	Training grant/contract	XX	Continuation
________	Institute	________	Renewal
________	Facilities/ equipment grant	________	Supplement
________	Other	________	Amendment

ring Agency Dept of H.E.W., Office of Education

d Sept 1, 1972 thru June 30, 1973 Amount 111,160

ipal Investigator/Program Director Walter A. Wittich

of Project (and number, if any) Media Learning Systems Design and
Administration Training Project

y Deadline, if any ________ Number of copies to be signed ________

The execution of this grant/contract will commit the University to the following
-supported items:

Personnel $29,519
Office/laboratory space X
Equipment facilities $30,481
Matching funds/cost-sharing X
Other (specify) X

alter A. Wittich W. Wittich 1 /25 /72
Principal Investigator/Project Director Date

eoffrey Z. Kucera 1 /25 /72
Chairman, Department of Educational Communications Date

The commitment for personnel, building space, equipment, etc., enumerated above
nnot be provided within the projected budget of this administrative unit. Space
rements not currently available or planned have been discussed and appropriate
ements to provide for them have been made with the Assistant to the President
lanning.

Dean or Director / / Date

College or Organized Research Unit ________

nts:

Associate Dean, Research

orm No. 5: Submit original and two copies to ORA with each proposal, complete
(3/1/67) with all signatures except last.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

FOR USOE USE ONLY

PROPOSAL COVER SHEET

CATION PROFESSIONS DEVELOPMENT ACT, PARTS D AND F

PROGRAM TO WHICH THIS PROPOSAL IS BEING SUBMITTED:
Media Specialist Program

Please complete this form in accordance with the "Instructions for Completing the Proposal Cover Sheet."

UBMITTING INSTITUTION OR AGENCY — a. NAME: Dept. of Educ.Communications University of Hawaii	b. CITY: Honolulu	c. STATE: Hawaii
	d. COUNTY: Honolulu	e. U.S. CONG. DIST.:

. OF APPLICANT INSTITUTION OR AGENCY
☒ 4-year college or university
☐ Junior or community college
☐ State education agency
d. ☐ Local education agency (e.g., city or county school system)

3. IF APPLICANT IS A COLLEGE OR UNIVERSITY, INDICATE WHETHER:
a. (1) ☒ Public (2) ☐ Nonpublic
b. (1) ☒ Land grant (2) ☐ Not land grant
c. (1) ☐ Predominantly black (2) ☒ Not predominately black

, POSITION, AND MAILING ADDRESS OF OFFICIAL SUBMITTING PROPOSAL
(Name, title, institution and address(es) given in ITEMS 4 and 5 must be limited to 5 lines with no more than 25 characters per line)

Morton H.Rosenberg
oc. Dean
v. of Hawaii, Spalding Hall 357
olulu, Hawaii
ZIP CODE 96822

	AREA CODE	OFFICE NUMBER	EXTENSION
	808	944-8612	
	AREA CODE	HOME NUMBER	
	808	373-3523	

5. NAME, POSITION, AND MAILING ADDRESS OF PERSON WHO WILL SERVE AS PROJECT DIRECTOR
a. ☐ Same as item 4.
b. ☐ Project director will be:
c. ☐ Directorship is pending, the acting director will be

Dr. Walter A. Wittich
Professor of Education
1776 University Ave Wist 105
Honolulu, Hawaii
ZIP CODE 96822

	AREA CODE	OFFICE NUMBER	EXTENSION
TELEPHONE	808	944-8871	
	AREA CODE	HOME NUMBER	
	808	373-3839	

OF PROPOSAL
☐ This is a new proposal.
☒ This is a proposal to continue funding a project previously funded under Parts C, D, or F of EPDA:

FY 1970 Project Number	FY 1970 EPDA Funds
004810	$ 64,000

7. TITLE OF THE PROPOSED PROJECT
Media Learning Systems Design and Administration Training Project (Post-Master's)

8. DOES THE APPLICANT INSTITUTION OR AGENCY PROPOSE LINKAGE WITH A MODEL CITIES GROUP? 1. ☐ YES 2. ☒ NO

ECT MATTER FOCUS(ES). IF YOUR PROJECT SIGNED TO PROVIDE SIGNIFICANT PROPORTION(S) OF INSTRUCTIONAL TIME TO ONE OR OF THE SUBJECT FIELDS LISTED IN THIS INDICATE THE APPROXIMATE PERCENT OF DEVOTED TO EACH (up to three different fields)

SUBJECT FIELDS	PERCENT
edia Syst.& Admin.	90
ibrary Med. Admin.	10
ALL OTHER FIELDS	
TOTAL	100

LIST OF SUBJECT FIELDS

CODE	SUBJECT	CODE	SUBJECT	CODE	SUBJECT
01	Arts and Humanities	11	Geography	21	School Psychology
02	Black Studies	12	History	22	School Social Work
03	Bilingual Education	13	Health and Physical Education	23	Science
04	Civics	14	Industrial Arts	24	Social Studies
05	Counseling & Guidance	15	International Affairs	25	Speech and Drama
06	Economics	16	Library		
07	Educational Media	17	Mathematics		
08	English	18	Reading		
09	English for Speakers of Other Languages	19	School Administration		
10	Foreign Languages	20	School Nursing		

OSED FUNDING		THIS YEAR'S REQUEST FY ~~1971~~ 1972	IF MULTI-YEAR FUNDING IS REQUESTED: FY 1972	FY 1973
ount of EPDA (Part D or F) funds requested for this project	a.	$111,160	$	$
mated funds (if any) from other sources (Univ. of Hawaii	b.	$ 64,000	$	$

PARTICIPANTS (to be trained with FY 1971 funds)

L NUMBER TO TRAIN	24	12. NUMBER WHO WILL BE PAID STIPENDS	12

13. FOR CONTINUATION PROJECTS, HOW MANY PARTICIPANTS ARE NEW AND HOW MANY CONTINUING?

NEW	CONTINUING
24	

IBUTE THE TOTAL NUMBER OF PARTICIPANTS FROM ITEM 11 ABOVE BY THE NUMBER OF FULL-TIME-EQUIVALENT (FTE) WEEKS OF NING THEY WILL RECEIVE. ALSO CHECK THE TYPE(S) OF SESSION(S) AND GIVE THE ESTIMATED FIRST AND LAST DATES OF ACTUAL NING. (see instructions)

NUMBER OF		SUMMER 1971		ACADEMIC YEAR 1971-72		DATES OF ACTUAL TRAINING	
PARTICIPANTS	FTE WEEKS	FULL-TIME	PART-TIME	FULL-TIME	PART-TIME	FIRST	LAST
12	40			X		09 /01 /72	06 / 30 /73
12	20			X		01 /01 /73	06 / 30 /72
						/ /	/ /
						/ /	/ /

M 7219, 9/70 REPLACES OE FORMS 7219, 6/69 AND 7219-1, 6/69, WHICH ARE OBSOLETE.

...TOTAL NUMBER OF PARTICIPANTS...	NUMBER	16. ESTIMATE THE TOTAL NO. OF PARTICIPANTS... POSITIONS FOR WHICH THEY WILL BE TRAINED					
		TYPE OF POSITION	NO.	TYPE OF POSITION	NO.	TYPE OF POSITION	NO.
...rsons already in education	16	a. Teachers	6	d. Pupil personnel specialists		g. School volunteers	
...rsons returning to the field of ...ucation	6	b. Supervisors	6	e. Instructional media specialists (including librarians)	6	h. Teacher trainers	
...rsons never previously employed in ...ucation	2	c. Administrators	6	f. Aids or para-professionals		i. Other (specify)	

...DISTRIBUTION OF PARTICIPANTS WILL BE: 1. ☒ NATIONAL 2. ☐ REGIONAL 3. ☐ LOCAL

...MATE TARGET GROUPS. IN THE FOLLOWING FOUR ITEMS, DESCRIBE AS BEST YOU CAN THE ULTIMATE TARGET GROUPS (*e.g., the pre-... elementary, secondary, and/or post-secondary school students*) WHO WILL ULTIMATELY BE SERVED BY THE EDUCATIONAL PERSONNEL WHO ...E TRAINED IN YOUR PROJECT. CHECK A PARTICULAR OPTION ONLY IF THE PROJECT IS SPECIFICALLY DESIGNED TO SERVE THAT

...UCATIONAL LEVEL (*check one or more*)

- ☐ Pre-school
- ☐ Kindergarten & primary grades
- ☐ Upper elementary grades
- ☐ Junior high
- 5. ☒ Senior high
- 6. ☒ Post-secondary vocational
- 7. ☒ Adult
- 8. ☐ Other (*specify*)

19. ETHNIC BACKGROUND (*check one or more*)

- 1. ☐ Negro or black
- 2. ☐ Spanish-Surnamed American
- 3. ☐ American Indian
- 4. ☒ Other (specify) Pacific Trust, Americans of Japanese ancestry.
- 5. ☒ No particular ethnic focus

...RBAN/RURAL BACKGROUND (*check one or more*)

- ☐ Central city
- ☐ Other urban areas
- ☐ Suburban
- 4. ☐ Rural -- Appalachia
- 5. ☒ Rural - Other
- 6. ☐ No particular geographic focus

Pacific rural

21. SPECIAL CHARACTERISTICS (*check one or more*)

- 1. ☒ Economically disadvantaged
- 2. ☐ Migrants
- 3. ☒ Bilingual
- 4. ☒ Handicapped
- 5. ☒ Gifted
- 6. ☐ None of the above

...RSON SUBMITTING THIS PROPOSAL

...E (*print or type*)

Dr. Morton M. Rosenberg

...ATURE

DATE

23. PROPOSED DIRECTOR OR ACTING DIRECTOR

NAME (*print or type*)

Dr. Walter A. Wittich

SIGNATURE

DATE

...EGAL NAME AND ADDRESS OF INSTITUTION OR AGENCY

University of Hawaii, Honolulu, Hawaii 96822

...UTHORIZING OFFICIAL: (1) I CERTIFY that an Assurance of Compliance with Title VI of the Civil Rights Act of 1964 has been filed ...ith the U.S. Department of Health, Education, and Welfare and that it applies to this proposal. (2) I officially approve this proposal fo... ...e host institution or agency.

...E AND TITLE (*print or type*)	SIGNATURE	DATE
...r. Morton M. Rosenberg ...ssoc. Dean, Research & Fellowships		

...PROVAL(S) OF COOPERATING INSTITUTION(S) OR AGENCY(IES) OR CO-SPONSOR(S)

NAME OF INSTITUTION OR AGENCY	NAME OF OFFICIAL	SIGNATURE OF OFFICIAL	DATE

...r local education agency proposals only) APPROVAL BY THE STATE EDUCATIONAL AGENCY OF COORDINATION WITH PART B OF EPDA

... OF STATE OFFICIAL	TITLE	SIGNATURE

...RIEF DESCRIPTION OF PROJECT (*not to exceed 350 words*) (*continue on separate sheet, if required*)

UNIVERSITY OF HAWAII
Honolulu, Hawaii 96822

MEDIA LEARNING SYSTEMS DESIGN AND ADMINISTRATION TRAINING PROJECT

Project Director: Dr. Walter A. Wittich
Number of Participants: Twelve
Dates Covered by the Project: Sept. 1, 1972 through June 3, 1973
Total EPDA Funds Requested: $111,160

Prior to Statehood, no graduate study in media leadership existed. In 1966, a Department of Educational Communications was established at the University to engage in media leadership development. Since then, cooperative media development programs have involved the University and State Department of Education to "make up for lost time."

This project grant request represents the culmination of two experienced teacher Fellowship Programs in training Master's Degree specialists in Educational Communications and, the third of a three year program to train 6th-Year Media Leadership Specialists. Even in the light of these five years of media project activity, the need, as marked by the development of new media program positions in Hawaii and the Pacific territories, has not been met. Hawaii is deeply committed to the prospect of the improvement of instruction and human development through mediated learning systems.

Project goals aim to develop urgently needed specialists who can identify learning problems, recognize and state pupil needs in behavioral terms, select or create needed learning resource materials, organize these into optimum strategies for instruction, evaluate the results of such instruction by noting and valuing observable learner behaviors; and, where desired, recycle the entire process.

The program provides training in pertinent curriculum and psychological cognitive information as it concerns media utilization, includes the development of media laboratory skills and practices; and, a culminating practicum activity. During the practicum, the grantee is asked to demonstrate in an actual school learning situation his new-found media information and skills, and, account for these.

During the Spring term, the grantee "role plays" a media specialist function. He becomes involved as a media specialist who participates as an invited staff member in a school, media center, or media administrative unit. His progress is measured in a variety of ways; self analysis and peer and school supervisor evaluation and employs specially designed instruments which measure his behavioral changes. Reporting for dissemination purposes is accomplished by grantees as they actually produce a film, still photography and television format report. These reports are available nationally on request.

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I. PROBLEM STATEMENT

During the period 1960-1965, authorities of the State Department of Education and the University of Hawaii gave continuing support to the developing premise that the systematic and curriculum-coordinated use of media learning experiences can help learners more completely realize their potentails. During that time no academic programs existed for the training of much needed media leaders. Out of these circumstances grows the basic need for continuing programs for the training of media specialists.

A. Analysis of the problem area - specific needs to be met.

In April 1966, the University of Hawaii Board of Regents authorized the formation of a Department of Educational Communications in the College of Education. During the first year of its existence, six students completed the requirements for the MA Degree. In 1967-68, twenty-six candidates earned the MA, in 1968-69, thirty-two and in 1969-70, twenty-four. During the first four years of the Department's existence, eighty-eight MA Degrees were granted. Forty-four of those who participated during 1967-68 and 1968-69 academic year, held Experienced Teacher Fellowship Grants in Educational Communications. During 1969-70, no fellowships were available, but twenty-four students earned degrees.

In late 1969, in order to accelerate the training of advanced media leaders, a new program was organized and a request made for a three-year training experience grant to underwrite a sixth-year or post-master's course sequence in Media Specialist Training with emphasis on Media Learning Systems Design and Program Administration. During the fall of 1970, in addition to forty-six candidates (without subsidy) for the Master's Degree, ten Media Specialist Post-Master's candidates (with subsidy from EPDA) began their professional training under the provision of the "Media Learning Systems Design and Administration Training Project, 1970-71."

Beginning in September 1971, ten more subsidized Post-Master Media Specialists began their training. It is planned that this activity will generate a new cycle of programming here at the University of Hawaii, the establishment of a doctorate course of study in Educational Communications in the school year 1974-75. At the present time, the Department is completing negotiations with the Graduate Division for approval of a Media Specialist Sixth-Year Certificate. With approval, the Post-Master's sequence will become an aknowledged sixth-year graduate program.

At the present, the need in Hawaii and the Pacific for trained media personnel continues, particularly as community colleges are newly organized on the outer islands of Hawaii, in Palau, American Samoa and Guam, as well as in the elementary and secondary schools of Hawaii. This need is based on a continuing survey begun seven years ago and continued to the present, of instructional development purposes as stated by the public schools and the State University. Contrary to mainland experience, media staff positions for qualified and certified media personnel still remain unfulfilled. There is more need today than ever before for media specialists who are able to complete successfully the 6th-Year Media Leadership Program in Educational Communications here at the University of Hawaii.

Specific regional and local needs are the result of such ongoing programs as the following:

a. The Hawaii-English program (a language skills program based on self tutorial mediated learning modules) is now installed in every elementary school in the State of Hawaii and is the basic form of instruction pursued by thirty thousand pupils, aged four through nine years. As this program continually "grows up" into the intermediate grades and senior high school levels, additional positions for trained media personnel are planned.

b. In September 1971, the Hawaii Department of Education opened the second (six are projected) community school media-libraries, the Ewa Beach Community/School Library which is managed by a staff of five certified media-trained persons. Four additional centers will be brought into existence and to staff these, additional media specialists, not now available, will be needed. See Appendix #1.

c. As of September 1971, four Hawaii community colleges employ full-time media specialists. Two more are in the midst of developing and implementing plans for full scale media instructional development programs and media learning resource centers for the growing staff members of these schools. Each plan calls for from three to seven media trained personnel. At the present time two additional community colleges are projected and are in the planning stage. It has been the experience of the islands that each time a community college is established, a leap-frog effect is developed in media practices based on procedures tested in other community colleges.

d. The University of Hawaii administers teacher training projects in Southeast Asia and the Trust Territories. Increasing numbers of media trained personnel are required to man this program. They do not exist now!

As of June 1971, 108 candidates completed their Master's degree curriculum. The majority of these people have now qualified, some retroactively, for the newly created Media Certification credential here in the Fiftieth State. See Appendix #2.

All of the above statements of need have been determined by noting, recording and evaluating innovational developments in the public schools and in higher education in the State of Hawaii. Private schools also now feel the need to develop media centers and hire personnel trained in media in order to prove their ability to keep up with contemporary developments.

2. PROJECT GOALS

A. Stated goals of the proposed project.

The central goal is to train media leaders who can use their expertise to:

a. Plan, organize and put into use, Media Learning Systems programs which will increase the opportunity for learners to respond to these and thus fulfill their potentials.

b. To so completely understand the generalizations growing out of their study and analysis of media related research findings, as to improve the long-range impact of media on the development of life-long human resources.

c. To evaluate and use the best of contemporary media materials and learning strategies, and, where possible, dare to create new mediated learning experiences and validate their use in longitudinal learning programs.

d. To disseminate, through media channels, the best of evaluated media learning information and procedures to professional peers, students of media and professional colleagues, through the use of appropriate channels of communication.

e. To qualify for professional positions as media specialists and to prove while on the job, that they can put their new found information into practical use to the benefit of teachers in training, teachers in service, professional colleagues, and/or to students of media.

B. Justification of how the achievement of these goals will alleviate the problem.

During the last year nine candidates graduated from cycle one of the three year project in media leadership development. These nine people are all at work in positions which encourage and permit innovative media leadership in Palau, the state of Oregon, and in various public schools and central office curriculum agencies in the State of Hawaii.

Similar service opportunities are already appearing for the ten grantees at work in the current 1971-72 program which constitutes the second of the three year project. This request is for the third and final year of the Media Leadership Training Project. It is hoped that with the granting of this project most of the pivotal and important positions in media leadership in the Pacific, Trust Territories and Hawaii areas can be filled.

C. The criteria by which the stated goals will be evaluated.

Criterion A: Can the candidate qualify for and fulfill the responsibilities of a given media leadership professional position?

To ascertain this, an annual survey is taken of the positions held, and in so far as possible, the nature of the performance of the graduate.

During the last three years, almost all of the media related positions in the Pacific and in Hawaii have been occupied by University of Hawaii graduates in Educational Communications.

In May 1972, the staff of the Department will follow up the performance of former grantees by inviting them to engage in self evaluation (in the presence of their administrative officer). They will be invited to use a media leadership performance scale which has been developed by members of the Department. See Appendix #3.

The former grantees will understand that the results of this activity may or may not be returned to the Department for analysis depending on their wishes. Even though evaluation forms are not returned the candidate will be asked to report whether or not he has put the self-evaluation to use and how he has decided to use the evidences it revealed. The very least effect that can be achieved for those who put it to use will be a realistic understanding of the extent to which they and an administrative colleague feel the role of a media leader professional has been fulfilled.

Criterion B: Has the media specialist been given the opportunity of continued employment or advancement to a position of greater responsibility in media program development?

Information of this nature will be sought for all of the former grantees and will represent the seventh year of continued study as has been described above.

3. PARTICIPANT OBJECTIVES

   A. The prime participant objectives:

      1. To acquire the working knowledge of Media Learning Systems Design and Application.

      2. To understand the principles of systems analysis as applied to media resource administration with

emphasis on analysis, evaluation and validation of media systems design.

3. To understand the nature of interpreting media learning systems needs into cost budgeting including cost analysis as it is related to learner efficiency.
4. To review, understand and apply the psychological or learning basis for media utilization; the research which has been developed and the generalization which may be drawn from this research as it implies ways of improving learning through media utilization.
5. To design and administer a media-systems-based learning demonstration of limited scope; and feasible in terms of time, manpower and budget.
6. To work closely with adminstrators and teachers in evaluating the efficiency of an action demonstration of media learning systems described above.
7. To identify basic learning tenets related to such strategies as "questing", discovery and visual literacy; and incorporate these into the creation of original or innovative media learning resources and validate these. (This becomes an essential function when in the process of selecting teaching examples, the candidate discovers that traditional materials may only partially fulfill what is needed).
8. To gain experiences as a media multiplier by serving in an actual school situation as one who demonstrates

a going media learning system or program to teachers in service and/or practice teachers.

9. To gain experience in disseminating media innovative information by actually producing a 16mm film and television documentary report based on his own media learning systems demonstration.
10. To gain skills in the planning, production and validation of original and needed media teaching examples (learning resources). (NOTE: Skills related to producing visual projected and non-projected still and motion materials, ETV displays, questing source materials, audio, models, graphics, etc).

B. Justification of objectives in terms of meeting project goals.

These objectives are based on a task-success study conducted by the staff members of the Department of Educational Communications here at the University of Hawaii since 1966.

This information has been validated against the results of interviews of Pacific and Island school administrators, teacher trainers and curriculum personnel with whom previous graduates and grantees have worked. The questions to which these people are asked to respond are:

1. What did you expect of the media specialist who was sent to you to act as an intern, or whom you hired?
2. What kinds of professional skills did this media specialist evidence when he was placed in a position

to move ahead on his own in order to demonstrate his new found competence?

3. What kinds of competencies do you now associate with one who is engaged in the creative and innovational processes of improving learning opportunities through the interrelated use of media experience?

NOTE: The media specialist interns will spend perhaps forty percent of their entire training experience in demonstration performance and evaluation situations in various educational institutions in Hawaii. Their presence there can become an evolving basis for positive change in staff attitudes about media learning programs. This deployment plan brings the program participants to the attention of school authorities who observe, and, invariably evaluate positively their work in instructional development.

Many Fellows are invited to become professional workers in the very educational institutions in which they "interned " once they have completed their project experiences.

Participant objectives are action-oriented and relate directly to fulfilling the specific needs stated in the justification above.

Through the process of constantly analyzing the nature of professional media contributions, as is done by the members of the Department, and validating this against the expectations of professional colleagues at work in public and private education, the above objectives have been validated.

C. Criteria for discovering the presence of behaviors evidenced by participants in relationship to the pursuit of objectives.

During the first semester of work which is characterized largely by attendance at classes and laboratories, traditional examinations and innovative laboratory performance will become the basis for measuring cognitive skill as well as affective outcomes.

The culmination of the first semester is an interrelated media learning demonstration project proposal which is based on the assumption that the candidate is now ready to organize his new found information into a demonstration of how he may use a media learning systems to solve or alleviate an instructional problem.

How he goes about preparing this proposal is outlined in the attached Appendix #4. This procedure has been tested in terms of the candidates field demonstration work and is reported as workable by staff, candidates and school personnel under whose immediate supervision the intern works.

Criteria for evaluating behavioral changes in media related skills to be learned during the fall semester take the form of a threshold and interim self-inventory. See Appendix #5. On the basis of this, laboratory experience of greater or lesser degree are made available to the grantee largely through self-tutorial modular learning with final evaluation of performance by a staff member or qualified peers. At the end of the second semester the grantee and one of the staff engage in a final judgement as the grantee values his overall work in terms of the scale. See Appendix #5.

The Spring semester media learning field demonstration is evaluated in terms of the presence of instructional development criteria as stated by Schuller and Edling. See Appendix #6. The ten criteria areas adapted from learning systems and the IDI sequence become the basis of a final illustrated, filmed and televised documentation report (see #4). NOTE: Still photography, 16mm film and television formats are used. Final prints are available on request by professional colleagues. The final report and its format are evaluated in terms of judgemental criteria developed by the staff of the project and by grantee peers.

4. THE FORMAL PROGRAM

A. Content, organization and components of the proposed program.

This program is designed to train Media Specialists capable of working directly with school curriculum, supervisory and administrative public school staff members who are at work on problems of improving learning through Media Learning Systems planning, supervision and administration.

Dr. Hubert V. Everly, Dean of the University of Hawaii, College of Education, states: "The College of Education is keenly aware of the need for adequately trained Media Specialists in the State of Hawaii. It will be the continuing purpose of the College to make available trained staff and adequate facilities within which to offer the unique types of experiences necessary to produce qualified Media Specialists personnel."

This 1972-73 continuing program proposal has been worked out cooperatively with Dr. Shinkichi Shimabukuro, Director of Curriculum Development and Technology, State Department of Education of Hawaii and the staff of the Department of Educational Communications. (Hawaii is a single school system. Hence, there is one state school authority and one University Teacher Training Program).

What will be taught. On the assumption that a media specialist must know curriculum, learning psychology and administration as well as the matrix of professional knowledge and skills and attitudes which identify with media, a systematic overview of courses relating to the objectives described will be established as a core experience of 30 academic credits.

Formal courses will include 30 credits of the following:

EC 670	Educational Communications Systems
EC 605	Seminar in Media Research Foundations
EC 620	Production of Instructional Materials
EC 626	Educational Motion Pictures
EC 635	ETV Systems and Programs
EC 650	Media Service Administration
EC 690	Seminar and Internship in Media Leadership
EC 750	Seminar in Administration and Management of Media Programs
LS 684	School Library-Media Center Problems

One elective course.

The Practicum.

During the first two months of the project, the normal course load would be supplemented by field observation during which time Fellows would visit, query and generalize about learning systems development at all levels and in the several school districts of Hawaii. Visitations would be conducted to observe former graduates of the Department of Educational Communications and former media specialist Fellows who are now at work in the various media facilities and programs being visited (Community Colleges, the Hawaii Curriculum Center, etc.)

At the end of such environmental contact, each Fellow would be able to choose from a variety of possible demonstration alternatives (even as he is undertaking his review of educational learning tenets and educational research in media).

No later than the end of the first six weeks, he would be expected to choose a media demonstration area and indicate his desire to associate himself with it. During the second semester the student would work to pursue intern demonstration work under the systematic supervision of staff members of the Department of Educational Communications. This would be reported in the manner stated in Appendix #4.

D. Types of positions for which training is designed.

The Media Specialists are being trained for licensed positions as Media Specialists in the schools of Hawaii, media trained personnel who will work directly in the planning and implementation of curriculum along with members of the Hawaii Curriculum Center, media program supervisory positions in the public and private schools of Hawaii and the Pacific, and special administrative planning positions in the schools of the State where professionals in media are needed to work on problems of improving learning through the application of media learning systems analysis for supervision and administration.

C. Expected learning experiences (including practicum and field experiences).

As has been described in detail above, the program assumes that "the proof of the pudding is in the eating." Therefore, the Spring demonstration internship has become a carefully defined and widely accepted procedure and represents a close liaison between the State of Hawaii Department of Education and the College of Education, with the result that our grantees are most wlecome and actually fulfill a role very closely paralleling that held by the full-time paid salary employee. As such, the grantee is welcome into planning meetings, serves along with supervisory and administrative staff members in contemplating the present and future role of media, participates in budgeting and planning sessions, and in frequent situations is asked to plan not only future budget expenditures through [illegible] to activate long-range plans participated in by Fellows, but actually assist in the expenditure of money, the acquisition of equipment and materials, the arrangement of faculty and student-oriented learning resource centers, etc.

Visitation and evaluation of existing media programs is an important experience provided early in the first semester. Please see the above explanation as to the nature of this activity and its relationship to the formal course work of the first semester, all of which leads toward the implementation of the second semester intern demonstration.

D. Specimen mini-schedule for one week of fall semester.

Mini-schedule for a typical week, fall semester, September 1 - December 20, 1972 would be as follows:

15 credits (670,635, 620, 605 and 650). This constitutes 15 contact hours with professors of the department and a scheduled additional 20 hours of laboratory work and research perusal and evaluation.

In addition, two scheduled media center visitations and evaluation are carried on each week. See Appendix 7 for example of typical course EC 605 assignment.

Individual conferences are also scheduled bi-weekly with grantees by staff members.

1. A projected mini-schedule for one week of the Spring demonstration semester.

Spring semester schedules would include 6 hours of theoretical work on the basis of the above. 9 hours of scheduled course activity are scheduled as an interrelated part of the practicum.

The practicum is arranged so as to allow a minimum of two full days each week to be spent at the premises of the local school in media facility to which the grantee has chosen to ally himself. Here his work would involve placing his media learning demonstration into actual operation, consulting with schools in media center personnel,engaging in progress reporting and evaluation with the local inistration and/or staff supervisor --- in general, ac g the role of media specialist.

The evaluation criteria and procedure r judging the grantees performance during the practicum doubly behavioral in nature. First, the practicum is in rea y a Media Specialist role playing experience. Second, the cri a scale (see Appendix #3) will be used by the grantee a local school "host-supervisor"or administrator as a thr old conference experience to discover what the performanc xpectations are, and, will be used as a final evaluation ex ience at the end of the semester when the staff supervisor l join in the final conference evaluation. Again, at th time, the scale will be used.

E. Dates of the proposed training pro n.

The program, designed for 12 grantees uld begin September 1, 1972 and terminate June 3, 19 .

5. EVALUATION

See preliminary discussion concerning course evaluation and re-examine appendices 3, 4, 5, and 7.

A. Criteria used in determining the degree to which problem need, goals, and participant objectives have been met.

Special criteria have been drawn up as the basis for evaluating Fellow's performance during the Media Learning Systems Demonstration Project. These criteria were developed by Dr. Shimabukuro, Hawaii State Director of Curriculum Development and Technology Branch, and the staff members and are based on past experiences with intern programs.

Criterion 1. How well does the Fellow respond constructively to ideas, plans and needs of curriculum development supervisory and administrative personnel who have defined the general nature of learning experiences but who want suggestions on where or how to secure or produce media learning programs.

Criterion 2. How effectively does the Fellow secure or design and produce the instructional media for those who plan learning materials and need the help of the Media Specialist.

Criterion 3. How well does the Fellow demonstrate his ability to put into practice the theory of management, inventory control, maintainence and budgeting of media equipment and media learning materials so as to assist the administrator in accomplishing working plans in a growing school situation.

Criterion 4. How well does the Fellow demonstrate his overall grasp of the research evidence which supports the use of media communications strategies as he designs a media learning systems project and places it in operation during the Spring semester.

Criterion 5. How well does the Fellow plan and produce a television or 16mm sound motion film report, validating teaching strategies and media utilization procedures which were demonstrated during his intern work.

B. Methods and procedures and instruments to be used in assesment.

Conferences between the candidate and the Project Director will take place while the grantee-intern is at work in the school media assignment. He will spend from eight to twenty hours a week at work installing and completing the Media Learning Systems demonstration. As this occurs, continuing evaluation will take place and recommended changes will be instituted as a further means of increasing the effectiveness of the intern's performance.

Fellows will be further evaluated by comparing their responses to performance criteria during periodic conferences with the various superintendents in whose schools the Fellows will be at work.

At the end of the project year, an outside consultant will be brought in for the purpose of visiting each of the interns as he is in the final stages of evaluating and demonstrating. It will be the responsibility of the intern and the outside consultant to determine the degree to which observable behaviors on the part of the candidate indicate his response to the stated objectives of the project.

C. PARTICIPANTS

A. Number of participants.

Twelve participants will be selected from the Pacific, Hawaii and the Mainland, to participate in the ten-month program beginning September 1, 1972.

Participants will be selected in terms of regulations described by the United States Office; and, in addition, the following criteria established by the selection committee composed of the Project Investigator, Dr. W.A. Wittich; Dr. Shinkichi Shimabukuro, Division of Curriculum Development and Technology, Department of Education; and Dr. Geoffrey Z. Kucera, Chairman of the Department of Educational Communications.

Fellows will be chosen from four broad areas:

1. Teacher-library area (110 school librarians who hold Library Certificates are at work in Hawaii).
2. Teacher-administrative area (an estimated fifty-five principals and vice-principals of known media interest are at work in Hawaii).
3. Media Specialist area (eighty-eight media professionals part-time and full-time, hold Master's Degree in Educational Communications and are at work in Hawaii and the Pacific).
4. Mainland and Pacific applicants who are counter-parts of 1-4 above.

B. Criteria of eligibility of participants.

Candidates will be selected from those who have had three years of teaching experience, at least one of which was during the year immediately preceeding the beginning of the program and possess a teaching or librarianship certificate or comparable certification in an elementary or secondary school. Other criteria are:

1. An earned Master's Degree from the University of Hawaii or an equivalent institution (Educational Communications, Curriculum and Instruction, Library

Science, Special Education, Administration, etc.)

2. Evidence of media leadership potential based on record of experience and letters from former employers.
3. Evidences of innovative or creative potential based on personal history, success in teaching assignments, and a statement by the candidate regarding his present and anticipated future self image.
4. A personal interview, whenever possible, by one of the committee members to verify criteria 2 or 3 above.
5. Admission to the University of Hawaii Graduate Division.
6. Analysis of the Threshold Media Communications Competence Scale. See Appendix #5.
7. Analysis of the candidate's written statement of his desires and reasons for undertaking media leadership training in order to pursue a professional career in media.

   NOTE: Persons, in our experience, who have worked as librarians and have developed an interest in enlarging their grasp of information and instructional media systems make outstanding candidates.

C. Recruitment plans.

Participants would be chosen from a current backlog of inquiries already on file from previous institute programs. Year round correspondence goes forward between the director and associate director and interested candidates.

In addition, announcements are sent to the 240 schools in

Hawaii, American Samoa, Guam and the Trust Territories.

In Hawaii, newspaper and television announcements are made systematically.

7. PROJECT PERSONNEL

A. Staff members.

1. Project Director: Dr. Walter A. Wittich

Degrees held: Two-year degree, Wisconsin State College 1928-30; B.A., University of Wisconsin 1930-32; M.A., University of Wisconsin 1932-34; Ph.D., University of Wisconsin 1944

Present Position: Professor of Education, Department of Educational Communications, University of Hawaii.

Relevant Experience: Dr. Wittich has taught in the elementary schools, served as Professor of Audio-Visual Education, University of Wisconsin, 1940-61 and at the University of Hawaii, 1961-present. He has directed over one million dollars of Media Research Projects in Educational Communications and Television Teacher Education at the University of Wisconsin and Hawaii. Dr. Wittich served for three years as Chairman of the Department of Educational Communications, University of Hawaii and on two previous occassions, 1967-69 has served successfully as Director, Experienced Teacher Fellowship Program in Educational Media Specialists Programs.

2. Associate Project Director: Dr. Geoffrey Z. Kucera

Degrees Held: B.S., University of Florida, 1959; M.A., University of Florida, 1960; Ph.D., Michigan State University, 1968.

Present Position: Chairman, Department of Educational Communications, University of Hawaii.

Relevant Experience: Dr. Kucera has instructed in four major universities for a period of eleven years; producer-director of Educational Television for five years; instructor in two major seminars in the media field; Director of N.D.E.A. Title XI Media Institutes in 1966 and in 1968.

He has organized innovational courses and has taught these. He is an innovational, developmental thinker in learning-oriented television and will contribute markedly to the experiences of the Fellows.

3. Full time resident teaching staff (with part of their teaching load assigned to the grantee group)

Name: Dr. Ronald J. Sparks

Degrees held:
B.A., California State College, 1956
M.A., California State College, 1959
Ph.D., University of Southern Cal. 1970

Present Position: Assistant Professor of Education in the Department of Educational Communications of the University of Hawaii.

Relevant Experience: Dr. Sparks was an Art teacher in a California High school. In 1961 he assumed the position of Assistant Audio-Visual Director for Cal State where he later assumed the position of Chairman of the Department of Secondary Education. During his career, he had an opportunity to work for a Medical Information Program funded by the U.S. Department of Health, Education and Welfare. His dissertation investigated the individualized training programs of school administrators.

Name: Professor Lillian A. Lum

Degrees held:
B.A., University of Hawaii, 1935
M.Ed., University of Hawaii, 1960

Present Position: Assistant Professor, Educational Communications, University of Hawaii.

Relevant Experience: Mrs. Lum has served as a new supervisor in the University of Hawaii High School, has originated teaching examples employing multimedia input recorded in videotaped form, and has served until September, 1969 as Program Specialist in Audio-Visual Education within the State Department Media Division. During this last position, she conducted innumerable workshops in the improvement of learning through media.

Name: Dr. Clayton J. Vollan

Degrees held: B.A., University of Washington, 1962
M.Ed., University of Washington, 1969
Ph.D., University of Washington, 1971

Present Position: Assistant Professor of Educational Communications, University of Hawaii

Relevant Experiences: Dr. Vollan did undergraduate work in history and literature and maintains an active interest in literary criticism and contemporary philosophy. He began his career in education as a high school history teacher. Recently he has worked professionally in educational motion picture production, and co-authored a book of readings on communication processes of children for "New Careers." His dissertaion concerns content analysis of children's reported visual perceptions.

4. Part time staff drawn from outside departments of the University of Hawaii. These persons will serve one semester each as consultants and special advisors to members of the grantee group.

Name: Dr. Richard A. Sanderson

Degrees held: B.A., Cornell University, 1952
M.A., University of So. California 1958
Ph.D.,University of So. CAlifornia, 1961

Present Position: Media Specialist for the Instructional Resources Center, University of Hawaii and Associate Professor, Department of Educational Communications, University of Hawaii.

Relevant Experience: Dr. Sanderson has served successfully as a classroom teacher, a consultant to the faculty and staff at the University of Hawaii in matters of learning improvement via the application of media learning systems analysis, and recently was the holder of the Fullbright in Media, University of Chiengmai, Thailand. He is an accomplished film producer due largely to his ability to organize content in terms of media learning systems. In 1969, he served as director of Cinema at Ohio State University where he acted as Professor of Cinema and headed the Film production unit.

Name: Dr. Edward Schoffield

Degrees held:
B.A., New Jersey State College at Trenton, 1933
M.A., New York University, 1947
B.LS. , New Jersey State College at Trenton, 1951
Ph.D., New York University, 1954

Present Position: Dr. Edward Schoffield is presently serving as professor of Library Studies University of Hawaii.

Relevant Experience: From 1937 through 1968, Dr. Schoffield served as Assistant Librarian. Librarian and Supervisor of Library and Audio-Visual Education and Director of the Department of Libraries and Audio-Visual Education, all for the Board of Education, Newark, New Jersey. From 1955 to 1967, Dr. Schoffield served as adjunct Professor of Library Service at Rutgers State University, School of Library Services. Since 1968, he has served in his present capacity at the University of Hawaii.

Name: Dr. Sheldon Varney

Degrees held:
B.A.,University of New Hampshire, 1950
M.Ed.,University of Nevada, 1964
Ed.D., University of Northern Colorado, 1967.

Present Position:	Associate Professor of Educational Administration and Acting Assistant Dean, College of Education, University of Hawaii.
Relevant Experience:	Dr. Varney served as a classroom teacher during the eight years from 1950-1958, a high school vice principal 1958-1964, intermediate school principal, 1965-1968. He participated as an Educational Officer in a California center for the development of plans leading to innovative education. In this he engaged in a state wide training program to introduce school administrators and officers to systems concepts and techniques. He is presently engaged in this area in Hawaii.

NOTE: All of the above have been contacted and will accept responsibilities as indicated in the program.

6.(a) One full-time secretary yet to be appointed through local civil service regulatory procedures expected at the University of Hawaii.

(b) Two half-time graduate assistants to be appointed under regulations expected by the Graduate Division of the University of Hawaii.

B. Instructional and supervisory responsibilites of Staff members.

1. Director (Wittich): organization of program recruitment and selection, teaching and supervision: (6 hours semester one of Ed EC 670, 605 and semester two of Ed EC 626, 750), supervision of criteria demonstration planning, semester one and two, evaluation of program and reporting.
2. Assoc. Director (Kucera): 3 hours of instruction of

Ed EC 635 semester one; assistance in the above item B-1.

3. Instructor Lum: 3 hours of instruction of Ed EC 650 semester one; advisement semester two.
4. Instructor Sparks: 3 hours of instruction of Ed EC 620 semester one; advisement semester two.
5. Instructor Vollan: organization of visitations to media centers and evaluation conferences with grantees.
6. Consultant Sanderson: individual planning supervision in reference to film production in semester two.
7. Consultant Schoffield: instructor LS 684 semester two; organization of library media centers.
8. Consultant Varney: individualized guidance and consultation at end of semester one and beginning of semester two in finalizing structure of media learning systems demonstration; assistance with evaluation.

8. FACILITIES AND RESOURCES

Participants in the program will have open access to media learning materials (software and hardware) now existing in the Department of Educational Communications. In addition, those who wish may participate, during a week or more, in the actual operation of these facilities in order to gain familiarity with managerial responsibilities. The following laboratory facilities will be used:

Instructional Materials Center (IMC): The IMC houses a collection of commercially produced media, as well as those produced by the staff and students of the Department of Educational Communications. The Center is designed to aid the study of the role, function, planning, production and evaluation of instructional materials.

The collection of "software" includes about 1400 filmstrips, 60 mixed media packets, (F/S + tape cassettes, and the like), 60 tape recordings, 200 phonograph records, 40 16mm films, 280 8mm and super-8mm film loops, and about 100 3-dimensional materials and an assortment of globes, maps, and other materials

The IMC also houses a collection of research studies, in printed form and on microfiche,pertaining to various media. The microfiche is a part of the ERIC collection.

The Curriculum Library: A collection of textbooks, curricular materials, and reference works.

The Learning Skills Laboratory: A facility composed of a number of study carrels used for self-instructional purposes of obtaining media skills. Six fully equipped carrels (with projectors, recorders, etc.) are complemented by approximately ten other stations which can be used for the same purpose or for study displays.

A part of this facility is a multi-media classroom, fully equipped for rear-screen projection.

The Closed Circuit Television Facility: Composed of one permanent installation and two separate but complementary "portable" systems.

The permanent installation currently has two wall-mounted cameras (one with a Zoomar lens), remotely operated, and a floor viewfinder camera. The control room is equipped with all the necessary components, a special effects generator, off-the-air broadcast capability, and two Ampex video tape recorders, VR 7000 and VR 7800 (with electronic editor).

The portable system consists of two Ampex vidicon cameras, two monitors, and Ampex VR 5000. A production table, with an overhead camera, translucent screen, and remote operation capability for activating the video tape recorder allows for a single-person production, incorporating slides, 8mm film, transparencies, and three-dimensional objects or graphic materials into an instructional presentation.

Three TV-equipped study carrels are connected to a playback unit (Ampex VR 4900) allowing up to six students to view and listen to pre-recorded videotapes. There are over 130 prerecorded videotapes on various topics available for instructional and learning purposes.

16mm Film Library: A library of nearly 1000 titles from the collection of Encyclopedia Britanica Educational Corporation's motion picture is housed in Wist Hall for use by grantees before and during their conduct of media learning demonstrations.

The facilities of the State ETV studios, staff and equipment is available by arrangement to grantee's as they may wish to participate as researchers, assist with audience response research, as apprentice planner, producer, etc.

The Hawaiian Curriculum Center in past years has welcomed the intern participation of grantees. Grantee's become working members of planning, prototype development, tryout and evaluation committees. This remarkable liason has witnessed the later employment of former grantees in Media assignments.

The above represents an environment for media learning systems involvement which is unique to mainland counterpart

9. REPORTING AND DISSEMINATION

A. Quarterly Reports.

Following past procedures there will be a continuing diary kept. This diary will include a record of student progress, constructive suggestions, changes incorporated, and general statements of achievement reportable on a month to month basis. Once each quarter, the consolidation of this diary along with pertinent exhibits will be forwarded to the Washington office.

It is not uncommon to experience the need for change as the impact of the program makes itself felt on the grantees. Invariably,we of the staff plan more activities than it becomes possible to achieve. Usually the strain has been felt in October or November and on the basis of this, we go to great efforts to coordinate the interrelated activities which exist in the several courses so as to more completely realize within the program itself, the projected learning systems analysis on which the entire program itself is based. These will be reported quarterly.

With respect to fiscal expenditures, the University of Hawaii Accounting Office is meticulous, and produces a monthly printout in which all of the approved vouchers organized under the headings of the grant budget are recorded. If it is requested, copies of this monthly printout will be forwarded along with quarterly reports.

B. Plans for disseminating information growing out of the project accomplishments to others in the field.

In addition to requests for disseminating information periodically received from the U.S. Office of Education, we intend to do the following:

During the second semester, each of the interns (as has been described above) will be responsible for documenting in verbal, still photography, 16mm motion picture film documentation and television documentation, the high points of his media learning systems demonstration as it has actually developed and culminated in a practical in-service situation.

That this is accomplishable, exists in the form of the documentation on deposit here in the IMC of both television and 16mm film reports as accomplished by the grantees involved in the 1970-71 project.

We have learned a lot along the way about the necessity of working in teams in this respect. Namely, teams of grantees will work one with another so that systematically during the course of their Spring semester they can photograph each other as well as the environs within which they are at work. On this basis, they will secure the necessary footage out of which to finally edit their semester-long report as well as incorporate exemplary and effective footage as a part of their television format.

Once again, the summation of all of these activities, together with the individual reports will be available to other program and project staff throughout the country as well as media professionals at work in ongoing programs at the various Universities and teacher training agencies in the nation. As has been true in the past, copies of the film and television documentary reports are available for the asking (postage to be paid by the user) on request to the project director. Copies will be forwarded to the USOE along with a final verbal report.

10. MULTIPLIER EFFECT

Grantees who emerge from this project have in the past found themselves in positions of leadership either in administering media programs in public schools or as staff members in teacher training agencies. As such, they will become multipliers in that they will pass along their new found information to teachers in pre-service or in-service situations. As staff members operating in school administrative units, they will become multipliers usually as they seek to develop in-service training projects or serve as members of curriculum planning and implementation committees and become involved in using media as a means of improving new curriculum developments in which they will apply their expertise as students and practitioners of media learning systems.

One of the unique multiplier effects already at work in the State of Hawaii occurs when our interns become involved in their Spring demonstration situations. In each of these, they invariably produce a multiplier effect as they participate with substantive personnel in the public schools, in the community colleges, or in the learning resource development centers in the University of Hawaii itself. In actual effect they carry on a high level in-service training program during which they are able to bring their expertise in the identification and solution of learning problems via media learning systems analysis techniques.

During the current Spring semester the multiplier effect is already in evidence because each of the grantees is already a participant in either a curriculum development and revision committee, working as a staff associate assigned to substantive teaching personnel in four community colleges in which in each case at least two of the staff are interested increasingly in the applicatio [illegible] learning systems analysis to the improvement in [illegible] plans.

As intern [illegible] and work as team members with committees, substantive staff members and administrative officers, they are carrying on a virtual one-to-one,or one-to-two ratio,of the highest level of in-service training based on their expertise in media learning systems.

DE[illegible]ENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202
EDUCATIONAL PERSONNEL DEVELOPMENT PROGRAMS

BUDGET AND FINANCIAL REPORT

FORM APPROVED
BUDGET BUREAU NO. 51-R0354

GRANT/CONTRACT NUMBER

LE OF PROGRAM REPORTED

NAME AND ADDRESS OF INSTITUTION (City, State, ZIP Code)
University of Hawaii
Honolulu, Hawaii 96822

DIRECT COST-ADMINISTRATIVE & INSTRUCTIONAL STAFF SALARIES		BUDGETED	EXPENDED	BALANCE
DIRECTOR 1/3 position		$ 9,222		
SECRETARIAL AND CLERICAL 1 full-time		5,760		
OTHER ADMINISTRATIVE SUPPORTING STAFF				
FULL-TIME INSTRUCTORS	NO. University	Contribution		
PART-TIME INSTRUCTORS	NO. "	"		
LABORATORY ASSISTANTS	NO. "	"		
INSTRUCTIONAL ASSISTANTS 2@ 1/2 time	NO.	8,908		
LECTURERS AND/OR CONSULTANTS per dim	NO.	4,200		
SUBTOTAL FOR SALARIES (Sum of Lines 1 through 8)		28,090		
OTHER DIRECT COSTS				
EMPLOYEE SERVICES AND BENEFITS 22% if 23,890		5,256		
TRAVEL		1,650		
OFFICE SUPPLIES, DUPLICATING, PUBLICITY, COMMUNICATIONS		1,800		
INSTRUCTIONAL SUPPLIES, ETC.		9,600		
REQUIRED FEES		5,532		
EQUIPMENT RENTAL AND/OR DEPRECIATION (if applicable)		4,200		
SUBTOTAL FOR OTHER DIRECT COSTS (Sum of Lines 10 thru 15)		28,038		
TOTAL DIRECT COSTS (*Sum of Lines 9 and 16*)		56,128		
STIPEND SUPPORT (*Federal participants*)				
PARTICIPANTS PAID 120 $3,500	NO.	42,000		
DEPENDENTS PAID 120 $ 400	NO.	4,800		
TOTAL STIPEND SUPPORT (*Sum of Lines 18 and 19*)		46,800		
TOTAL DIRECT AND STIPEND COSTS (*Sum of Lines 17 and 20*)		102,928		
INDIRECT COSTS (*8 percent of Line 21*)		8,232		
GRAND TOTAL (*Sum of Lines 21 and 22*)		111,160		

PED NAME OF DIRECTOR lter A. Wittich	SIGNATURE OF DIRECTOR	DATE SIGNED
PED NAME AND TITLE OF FINANCIAL OFFICER	SIGNATURE OF FINANCIAL OFFICER	DATE SIGNED

E FORM 7203 5/68 REPLACES OE FORM 4011, WHICH IS OBSOLETE.

11. FINANCIAL PROVISIONS

The following explanations are presented in terms of describing the financial details of OE Form 7203 attached.

A. Direct Cost - Staff Salaries

1. The Director

Since the Director will be employed in instructing 2/3 of the full time load, and since the instructor will be paid for by the University and thus represent a contribution by the University to the project, 1/3 of his time to be devoted to the administration of the general program is being requested. Since it is realistic to assume that he will begin well in advance of the project and not complete writing the final reports until a month or so after the project, the request is being made on the basis of twelve months employment. The requested item to cover this is one third of his normal annual salary or, $9,222. In addition, fringe benefits are being requested as item 10 of the budget.

2. Secretary

The services of a full-time secretary for a full calendar year is being requested. Past experience has shown that the preparation of unique course material, preparation of reports, budget keeping in order to verify the central office budget keeping, make this an important part of the project administration and conduct. The amount requested is $5,760 plus fringe benefits.

3. Associate Director

No request is made for the associate director since this will be assumed to be a contribution of the University. Nevertheless, his role in the conduct of the project will include both assistance with administrative details as well as teaching a minimum of six academic credits and engaging in countless appearances with the group for consultation and advisement.

4. Instructional Staff

The University will contribute the entire cost of the instructional staff as indicated in the project. This is also true of part time instructors and laboratory assistants. These too will become a contribution of the University.

7. Instructional Assistants

Due to the great emphasis on laboratory involvement in the preparation and try-out of prototype materials during the first semester, two half-time instructional assistants are being requested. An essential part of the program depends on how well innovational and creative prototype materials are originated by the Fellows. This is essential in the case of initial try-outs during the early part of semester two when the Fellows are at work in their demonstrations. The creation of prototypes is also a laboratory involvement and needs constant assistance. Laboratory assistance will also be involved in the processes of filming, assisting in editing and arranging input materials both for the 16mm and television documentary report which each Fellow will prepare covering his own demonstration performance during the second semester as described. The total cost is 2 x $4,454 or $8,908.

8. Consultants

In order to bring to the project a wider universe of backgrounds, several consultants are being called in from cross-University campus disciplines. This is true in the case of public school administration and library science administration. In order to accomplish this, the three people described earlier are being called upon to participate as consultants during the first and second semester for a total of 14 days each at $100 per dia reimbursement. Their participation will be of invaluable broadening influence as far as the benefit of the grantees is concerned. The total asked for here is $4,200.

B. Other direct costs

10. Employee Service and Benefits is based entirely on the absolute charges identified by the Central Office Budget Administration of the University. This figure of 22% is assigned to items 1, 2 and 7 only, and amounts to a total of 22% of $23,890 or $5,256.

11. Travel

This item is requested to cover the cost of the director and the associate-director to attend the formal meetings called by the U.S. Office of Education. Additional per dia are called for to cover the expenses of carrying on whatever face-to-face interviews with prospective candidates can be arranged as a corollary of this visiting activity to the Mainland. The amount asked for is $1,650.

12. Office supplies, Duplicating, Publicity and Communications associated with the conduct of recruitment, reporting and dissemination of information. The amount called or is $1,800.

13. Instructional supplies are needed to provide the twelve grantees with original and consumable production materials during the first semester. It

is estimated that as Fellows pursue laboratory work and prepare prototype media learning materials, that they will need a budget of $200 each. During the second semester, the prototype materials will be put to immediate test and recycling will be necessary. The average cost of accomplishing this will be an additional $200 per grantee. During the second semester the grantees are expected to accomplish still photographic, still motion picture film, and television documentation of the progress and results of their media learning systems demonstrations. It is estimated that the cost of raw film, processing, editing will run approximately $400 per grantee, or, $4,800. For these reasons, a total of $9,600 is being requested.

14. Required Fees

It is estimated that six Mainland people will participate and will incur six out-of-state graduate division fees at $716 each for the academic year or a total of $4,296.

The corollary in state fees demanded by the University amount to $206 for the academic year or a total of $1, 236. For this reason the total of $5,532 is requested for required fees for which there is no further waiver due to a Board of Regents regulation accepted a year ago to the effect that no exemptions of tuition will hereafter be granted.

15. Equipment Rental and Replacement due to depreciation, wear and tear and obsolescence. The basic costs of providing materials in our various laboratories, motion picture, television, production, etc., amount to a total of $4,200. This is based on lease cost directly attributable to grantee participation, but largely to depreciation of extremely expensive laboratory equipment associated with the production and recycling of prototypes for use out in the demonstration field.

C. Stipend support is requested for 12 grantees at $3,500 each or a total of $42,000.

19. Dependent Support is estimated at 12 dependents at $400 each or a total of $4,800. Therefore, total stipend support of $46,800 is requested.

D. Indirect costs of 8% of line 21 amounts to $8,232.

23. Grand Total cost of the project, not including the instructional contributions of the University

or any realistic pro-rated cost of operating the several laboratories described earlier, amount tp $111,160.

[illegible] LIBRARY [illegible] to [illegible] to the [illegible] In [illegible] approval [illegible] as a [illegible] project.

[illegible] began in [illegible] service - [illegible] as well - [illegible] As [illegible] the community grew [illegible] for a library of its own.

ACTUAL PLANNING began in 1967, and in 1969 the [illegible] Report for Community Level Space [illegible] Ewa Beach [illegible] by Robert Matsu-[illegible], which provided for the new facility, was enthusiastically supported by the District Superintendent and Legislators. The concept gained [illegible] support in the 19[illegible] survey, "Planning for Libraries in Hawaii," by the mainland firm Booz, Allen and Hamilton.

LEGISLATIVE ACTION the same year, provided initial planning funds of [illegible] and in 19[illegible] Act 155 [illegible] for construction and equipment, making a total project figure of [illegible],000. Land chosen for the site still belongs to the City and County of Honolulu but is controlled by the State.

OFFICE OF LIBRARY SERVICES
DEPARTMENT OF EDUCATION
STATE OF HAWAII

Library Hours

Monday through Thursday	8:00 a.m. - 8:00 p.m.
Friday	8:00 a.m. - 5:00 p.m.
Saturday	9:00 a.m. - 5:00 p.m.

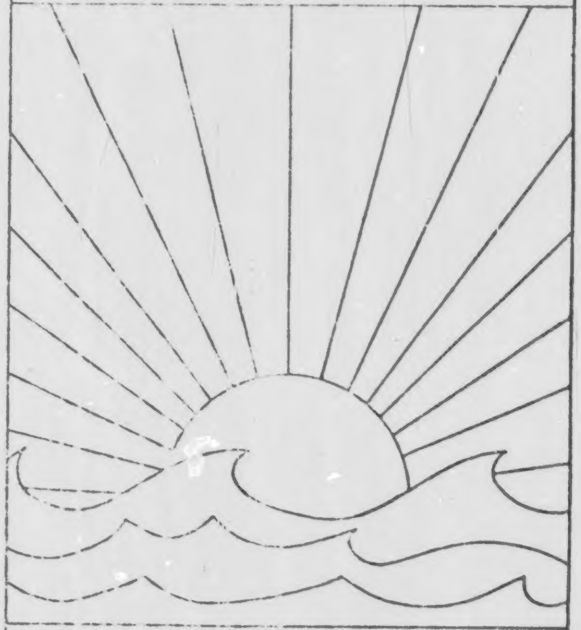
Production Room Hours

Monday through Thursday	7:30 a.m. - 8:00 p.m.
Friday	7:30 a.m. - 5:00 p.m.
Saturday	9:00 a.m. - 5:00 p.m.

Staff

Mr. Franklin S. Tamanibuchi, Media Coordinator
Mrs. Maxine R. Petris, Media Specialist
Mrs. Barbara Downs, Media Specialist
Mrs. Lucretia L. Fudge, Media Specialist
Mr. Anthony R. Kwak, Media Specialist

EWA BEACH COMMUNITY-SCHOOL LIBRARY



91-950 NORTH ROAD, EWA BEACH

Hawaii State Library System

[illegible] other.

[illegible] and Ch[illegible] thought [illegible] area.

[illegible] for use by [illegible] public [illegible] and teachers.

WE HOPE YOU WILL ENJOY USING IT FOR

REFERENCE AND RESEARCH — Encyclopedias, dictionaries, [illegible] Readers' Guide, 450 magazine titles, an ultimate capacity of [illegible] books, recordings, tapes, film[illegible] and microfilm.

PLEASURE READING — There's a wide selection of book and [illegible] material on just about every imaginable subject as well as light reading and paperback collections.

CHILDREN'S THEATRE — A multi-[illegible] stage for story hours, puppet shows, movies, filmstrip and slide shows to be enjoyed by both children and adults.

[illegible] AUDITORIUM AND HUMANITIES ROOM — Equipped with closed-circuit television monitors, screen and projectors, this room may be used by com[illegible] for cultural, educational and other events open to the general public.

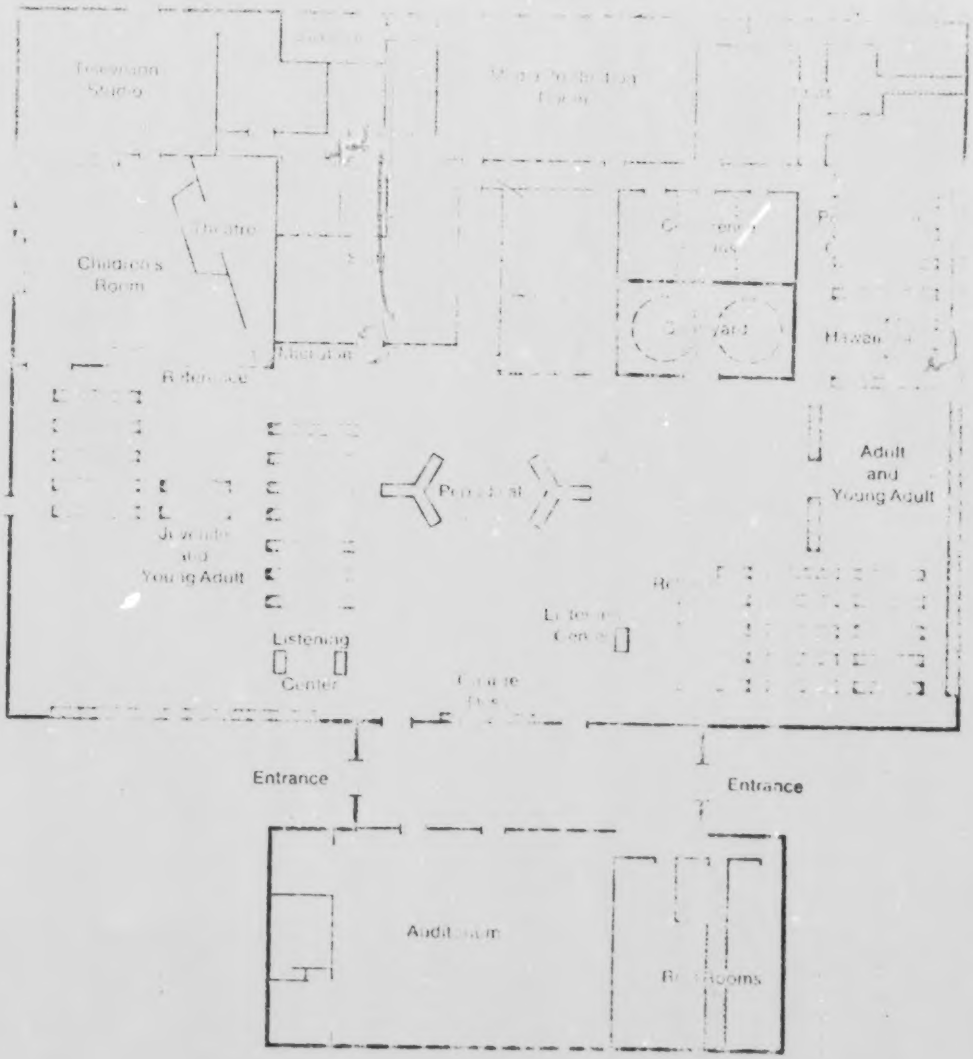
CONFERENCES — An area for small group meetings, equipped with closed circuit television monitors.

MEDIA PRODUCTION — Production facilities, materials and equipment are for the use of the general public, and for students and faculty members of schools in the Ewa Beach area.

CLOSED CIRCUIT TELEVISION PROGRAMS — Special closed circuit television equipment will permit programming for instructional use and for use by community groups.

LISTENING — T[illegible] records, multiple earphone attachments, and cassette tapes of classical and pop music, languages, and children's stories.

AS AN EXHIBIT AREA for individual hobbies, other collections, and art shows.


Television Studio
Media Production Room
Children's Room
Theatre
Reference
Juvenile and Young Adult
Listening Center
Periodical
Courtyard
Hawaiian
Adult and Young Adult
Listening Center
Entrance
Entrance
Auditorium
Rest Rooms

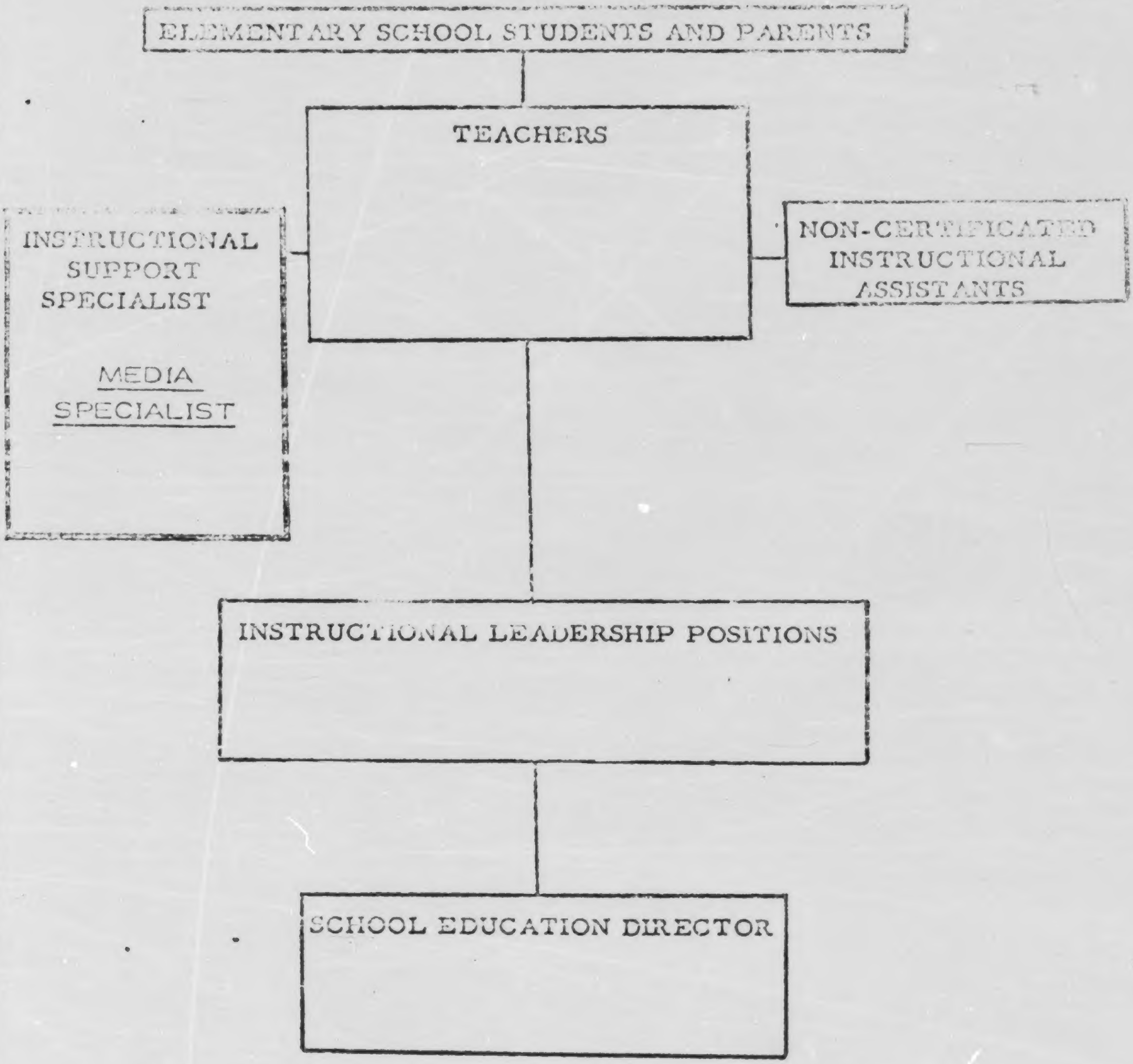
APPENDIX 2

New Dimensions Of Service To Hawaii's Students In The 1970's:

THE HAWAII PLAN: DESIGN FOR A COMPREHENSIVE PERSONNEL PLAN AND SYSTEM

1971

II. LOCATION AND RELATIONSHIPS IN INSTRUCTIONAL ORGANIZATION AND STAFFING PLANS


ELEMENTARY SCHOOL STUDENTS AND PARENTS
TEACHERS
INSTRUCTIONAL SUPPORT SPECIALIST
MEDIA SPECIALIST
NON-CERTIFICATED INSTRUCTIONAL ASSISTANTS
INSTRUCTIONAL LEADERSHIP POSITIONS
SCHOOL EDUCATION DIRECTOR

III. INSTRUCTIONAL ACCOUNTABILITY FACTORS

The word "accountability" is used to identify and emphasize the extra dimension of responsibility that each instructional staff member in the Hawaii school system assumes and bears; that the staff member is accountable to himself and others for satisfactory performance of specific duties and responsibilities related to students, parents, the community and culture, and colleagues and the teaching profession.

Basic General Accountability

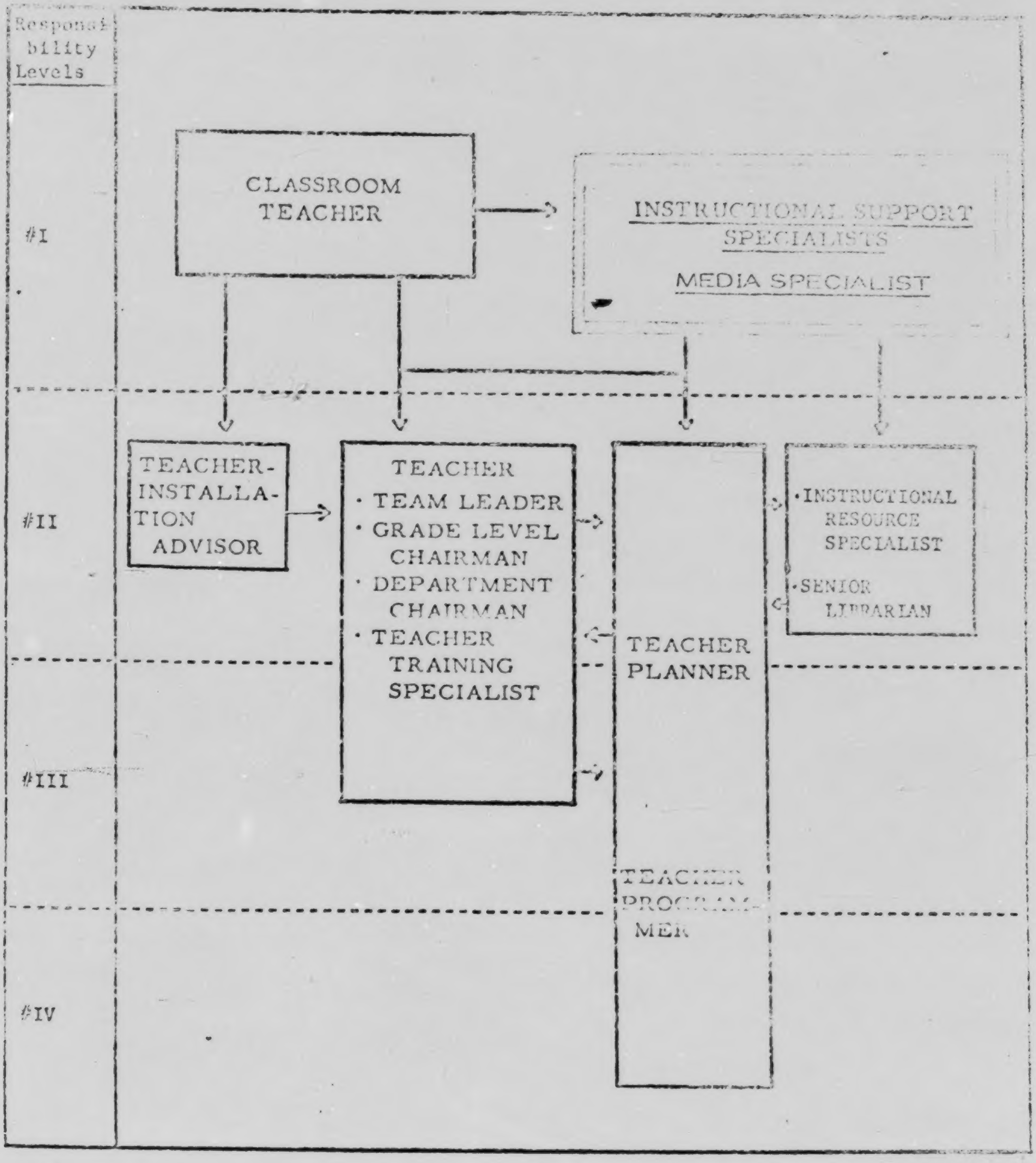
The Teacher - Media Specialist has the same level and quality of responsibility and accountability as all regular teachers. Additionally, the media specialist is accountable in a number of ways that are unique to his position.

- Providing important and unique learning situations for students by recommending and providing the type of media that is needed in the particular learning situation.
- Helping teachers interpret a schools objectives and programs to parents and the community through the use of appropriate media.
- Training teachers to use media effectively and to expect a high level of media and materials services.

IV. TRAINING AND EXPERIENCE REQUIREMENTS

Training and experience of the media specialist is the same as regular teachers, except that media specialist would have special training in journalism, audio-visual, graphics, ETV, video-tape, communications, slide-tape, light show or other special or generalized media subject matter. The media specialist needn't have actual teaching experience prior to assuming the media role if he can demonstrate his understanding of and competence in the field.

V. PLACE IN INSTRUCTIONAL CAREER PROGRAM


Responsibility Levels
#I
#II
#III
#IV
CLASSROOM TEACHER
INSTRUCTIONAL SUPPORT SPECIALISTS
MEDIA SPECIALIST
TEACHER-INSTALLATION ADVISOR
TEACHER
· TEAM LEADER
· GRADE LEVEL CHAIRMAN
· DEPARTMENT CHAIRMAN
· TEACHER TRAINING SPECIALIST
TEACHER PLANNER
TEACHER PROGRAMMER
· INSTRUCTIONAL RESOURCE SPECIALIST
· SENIOR LIBRARIAN

Perhaps the most important quality for a media specialist, assuming a solid technical grounding, is the deep understanding of the teacher's job and the creative ability to adapt the best media to assure most effective teaching in a variety of subject matters and situations.

VI. WORK SCHEDULE - TIME FACTORS

The Teacher - Media Specialist has a basic instructional work day --- regular school hours with usually additional preparation time required to carry on the work satisfactorily. (Every teacher is entitled to a duty free preparation period but may be paid extra if he chooses not to take such period.) The basic work year is the regular school year plus a minimum of two and a maximum of five days, either at the end or at the beginning of the school year or during a vacation period. (One planning period is granted to this position.)

II. SPECIAL STAFF DEVELOPMENT "CAREER TRAINING COMPONENTS"

The media specialist will concentrate on a wide variety of communications and specialized media and technology fields. He also should have an interest in psychologically-oriented components.

COMPENSATION DIFFERENTIALS

The Teacher - Media Specialist receives salary differentials consistent with the provisions of the Career Compensation Plan. These include credit above the basic beginning Responsibility Level I salary for: (1) up to 30 academic credits above a bachelor's degree, (2) any advanced degree, (3) all years of teaching experience, (4) any earned Career Training Components up to four, and (5) any other extra work or special increments defined in the Career Classification and Compensation Plan.

STATE OF HAWAII
DEPARTMENT OF EDUCATION
OFFICE OF PERSONNEL SERVICES
P. O. BOX 2360
HONOLULU, HAWAII 96804

January 25, 1971

MEDIA SPECIALIST CERTIFICATE

I. Basic Specialist Certificate

The Basic Media Specialist Certificate may be issued when the applicant meets one of the following requirements (A or B):

A. Bachelor's degree from an accredited institution with a designated major in educational communications which includes course work in curriculum and instructional methods OR

B. All of the following:

1. Bachelor's degree.
    a. Eighteen semester hours of professional education credits.
    b. Thirty semester hours of educational communication and library science credits (21 semester hours in educational communication and 9 semester hours in library science).
2. Student teaching or one year of satisfactory teaching experience or one year of satisfactory experience in a school or other media center with responsibilities comparable to that of a school media center.

II. Professional Specialist Certificate

The Professional Media Specialist Certificate may be issued when the applicant meets one of the following requirements (A or B):

A. Master's degree from an accredited institution with a designated major in educational communication which includes course work in curriculum and instructional methods OR

B. All of the following:

1. Bachelor's degree plus 30 semester hours.
    a. Twenty-four semester hours of professional education credits, of which six semester hours must be graduate credits.
    b. Thirty semester hours of educational communication and library science credits (21 semester hours in educational communication and 9 semester hours in library science).
2. Student teaching or one year of satisfactory teaching experience or one year of satisfactory experience in a school or other media center with responsibilities comparable to that of a school media center.

Department of Educational Communications
1776 University Avenue
Wist Hall, Room 105
Honolulu, Hawaii 96822

This is to be used primarily as a self-evaluation instrument by the Media Specialist and his administrative superior.

The purpose of this scale is to provide a means, at the completion of the first year of employment, for judging the degree to which media assignment objectives have been accomplished. Judgements in each case will be based on the quality of the work accomplished by the Media Specialist as he planned, demonstrated and evaluated a media learning program assignment.

The above evaluation can produce the basis for future positive changes that may effect ones work responsibilities.

(Read the statement and indicate the status
of the Media Specialists accomplishment as it has
been evidenced.)

	10	9	8	7	6	5	4	3	2	1
1. Demonstrates the ability to structure media status interviews with teachers or administrators who manifest interest in learning improvement and on the basis of these, recommend media applications.										
2. Analyzes a selected school district media program and determines, through observation, areas for further application of media learning strategies.										
3. Demonstrates his grasp of one and two above by developing general and specific behavioral objectives identifying the goals toward which media instruction is directed, who is doing the learning, what the learner may be expected to perform and how well.										
4. Observes learner responses to existing local utilization demonstrations of media learning strategies and evaluates outcomes in terms of learner response, personnel, time and budget.										
5. Develops one media learning systems plan through which a desired product or set of outcomes may be relied upon to produce valued observable learner										

	10	9	8	7	6	5	4	3	2	1
behaviors. (See Note)										
6. Translate a validated media learning systems demonstration into a time and sequence plan; and, budget schedule.										
7. Plans, intitiates the dissemination of information about at least one successful media learning systems demonstration, and, accomplishes this through the use of appropriate communication channels.										
8. Presents plans to the recycle media learning systems demonstration by applying the evaluation criteria to observable behavioral outcomes. (See Note - Item B)										
9. Submits, where appropriate, a detailed budget through which to make possible a recycled media learning systems demonstration and presents this to the appropriate local school district administrative or budget authority.										

following criteria. The media staff member along with his administrator or supervisor are encouraged to examine and, where helpful to do so, employ these criteria to determine whether or not any media learning systems analysis procedures has been fulfilled.

A. Need analysis - reference here is made to whether or not the specialist has conducted classroom visitations, interviews with interested teachers and supervisors; and, on the basis of this, has determined the need for further media learning experiences.

B. Situation analysis - reference here is made to the completeness with which the specialist has investigated the present backgrounds of media utilization; the presence or absence of support media learning material including equipment and software; the presence or absence of personnel time for carrying on media utilization; evidences of whether or not the staff is interested or ready to move ahead with media utilization plans, etc.

C. Management structure - here, references are made to locating and meeting with people who are in the position to make decisions, based on their evaluation of plans and procedures which the students will originate.

D. Behavior identification - reference here is made to the skill and completeness with which determinations were made by the Media Specialist as to the kinds of responses learners will evidence once media instruction has been terminated. Included here should be evidences of the workers review of the literature and his ability to apply generalizations to the formulation of goal behaviors.

E. Identification of learning strategies - reference is made to the manner in which personnel, space and time are arranged to make possible the planned media learning experiences, and learner behavioral response. Evidence will show that the specialist has dared to explore alternatives as he avaluates and recycles procedures.

F. Testing prototype - reference is made to placing learning strategies and related media learning responses into an actual learner use and classroom tryout context. On the basis of observed learner and teacher responses, the specialist arranged alternative learning materials, procedures,and, alternative equipment, and a recycling of these.

G. Validation procedures - reference is made to trying out ideas on one's peers, to actually take learning resource materials into the classroom and observe their effects on teachers and learners, and to note the degree to which learners respond with creative and inventive behaviors of their own.

H. Data collection - refers to the manner in which the specialist became involved in the collection of data through empirical observation, participated in the classroom to observe, and made judgements while experimental materials were being tried out, observed learners' successes and/or failures, and on the basis of this, accepted, rejected or recycled.

I. The dissemination process - reference is made to making available to others the actual materials which have been validated, or, to prepare descriptions of these materials so that the plan, procedures and utilization experiences may be conveyed to others through such means as slide-tape descriptive experience, motion picture or television explanatory format, etc.

APPENDIX 4

At the end of semster one, 1972, the candidate will submit a Progress Consolidated Report. The Report will represent an integration of the written materials developed in Educational Communications 605, 650, 670 and 750. It is up to the Fellow to determine whether he wishes to organize this report around the nine cells of the IDS model or a model of his own choice.

The Progress Report should incorporate the following:

1. The problem or the mission statement.
2. The analysis of the setting as it affects the planning and the completion of the mission statement or problem.
3. The organization and management backgrounds or the constraints or privileges under which the project will go forward.
4. The identification of objectives and enabling objectives.
5. Specification of methods will begin with research references, and generalizations; followed by the applications of the generalizations as they pertain to media methods to be employed.

The Final Consolidated Report, due May 15, will be a continuation of the Progress Report and will include:

6. The procedures followed in accomplishing the problem or mission with descriptions of the objectives and prototypes being brought together from existing sources or constructed.
7. Specimens of tests of the prototypes used during the demonstration.
8. Descriptions of how and by what means behavioral changes resulting from the application of the prototypes noted and specimens of the criteria instruments used in evaluation.
9. Statements of the results obtained in 8 above, conclusions and recommendations will be made as to further implementation and needed recycling of the methods and materials will be made.

The essence of the above will be interpreted by you by means of a 16mm sound, motion picture film and parallel TV report which each member of the group will produce during his participation in 626. Each member will edit his own small segment to be consolidated into one overall film and TV report.

Note: The two formats will give grantees experience in parallel information discrimination channels.

Interim, or progress reports, growing out of activities pursued in Educational Communications 750 will be due at mid month beginning with the month of February. Each candidate is requested to prepare a typewritten, double spaced diary covering an account of how he has pursued his demonstration activity duirng the current month. This account is to systemactically include black and white prints which are representative documentations in still photographic form of high point episodes relating to the progress of the demonstration. These episodes at the end of the entire semester will become a moving record of progress and accomplishment and will in themselves, represent a kind of still picture story of progress. These 5 x 7 black and white glossy prints which have been selected from the best of the progress prints is a part of the final verbal or written section of the consolidated progress report referred to and described above.

The comprehensive written documentation of the spring activities together with the individual and group reports are the terminal performance activities for Educational Communications 626 and 750.

The activities which you will pursue in Educational Communications 635 will also relate as input material to be incorporated both visually and in written form. How this will be done will be a matter explained during semester two.

PROFILE: A THRESHOLD MEDIA COMMUNICATIONS COMPETENCE SCALE

The candidate must submit this page with his application.

Date: Yr_____ Mo_____ Da_____

Name: ______________

Address:

Directions: Transfer from the detailed Scale, your responses to the 25 questions. Use X's to designate your status.

Encircle the numbers designating the ten competence areas in which you have greatest strength.

	Strong 10	9	8	7	6	Average 5	4	3	2	1	Low 0
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											
11											
12											
13											
14											
15											
16											
17											
18											
19											
20											
21											
22											
23											
24											
25											

NAME: ________________________ DATE: Yr ______ Mo ______ Da ______

A THRESHOLD MEDIA COMMUNICATIONS COMPETENCE SCALE
(The candidate may keep this form)

Judge the nature of, and, the degree or sophistication of the media communications skills you now possess.

(Check, with an X, the level of your skill in each category.)

Next, encircle the ten competency areas (numbered in the single summary profile) in which you have your strongest interest and the wish to develop further as you continue your education in media learning.

Finally, transfer your responses to the Profile Form, attached.

STATEMENTS	Strong					Average					Low
	10	9	8	7	6	5	4	3	2	1	0
1. I can identify learning objectives which are met best through witnessing experiences made available through sound and motion (color or black-and-white) learning materials.											
2. I can identify learning objectives which are met best through witnessing experiences provided by still-projected learning materials.											

STATEMENTS	Strong					Average					Low
	10	9	8	7	6	5	4	3	2	1	0
3. I can identify learning objectives which are met best through witnessing experiences provided by audio-recorded learning materials.											
4. I can identify learning objectives which are met best through witnessing experiences provided by programmed instructional learning materials.											
5. I can identify learning objectives which are met best through witnessing experiences provided by television recorded learning materials.											
6. I am able to identify and translate learner needs into performance objectives.											
7. I can identify learning objectives which are met best through witnessing experiences provided by still, visual-graphic presented learning materials.											

STATEMENTS	Strong					Average					Low
	10	9	8	7	6	5	4	3	2	1	0
8. I have the skills necessary to photograph assigned subjects: events, scenes, objects, etc.											
9. I can operate the several kinds of technological equipment needed in arranging projected motion learning materials.											
0. I can operate the several kinds of technological equipment needed in arranging projected still learning materials.											
1. I can operate the several kinds of technological equipment needed in arranging audio-recorded learning materials.											
2. I can operate the several kinds of technological equipment needed in arranging programmed learning materials.											
3. I can operate several kinds of technological equipment needed in arranging television learning experiences.											

STATEMENTS	Strong					Average					Low
	10	9	8	7	6	5	4	3	2	1	0
I am able to manipulate lighting so as to correctly illuminate a scene or event to be photographed in film or slide form.											
I am able to enlarge or reduce photographic prints from negatives.											
I am able to enlarge and reproduce projectual materials and alter size in such manner as to fit standard frames.											
I can write a fifteen minute script (film or television).											
I can "shoot" a fifteen minute script (film or television).											
I can edit raw film footage into a fine-out sequence.											
I can record and play back with fidelity audio learning materials.											
I can originate projectual printing masters.											

STATEMENTS	Strong					Average					Low
	10	9	8	7	6	5	4	3	2	1	0
22. I can prepare displays of two- or three-dimensional learning materials.											
23. I can place and analyze the effectiveness of microphones used in audio recording.											
24. I can prepare a still media layout for publication.											
25. I am able to judge, through the application of appropriate criteria, the merits of non-motion and still learning materials.											

APPENDIX 6

Schedule of Course Works & Practicum

Ed. EC 605 (3 cr.) SEMINAR IN MEDIA RESEARCH FOUNDATIONS (Fall Sem.)

To be taught by: W. A. Wittich

Basic concepts in educational media research. Study and discussion of current research in various topics of educational communications. Development of overview of research findings.

Ed. EC 620 (3 cr.) PRODUCTION OF INSTRUCTIONAL MATERIALS (Fall Sem.)

To be taught by: C. Vollan

Preparation of two and three-dimensional instructional materials, charts, graphs, learning displays, television graphics, overhead transparencies, audio recordings, and use of Ektagraphic visual maker.

Ed EC 626 (3 cr.) EDUCATIONAL MOTION PICTURES (Spring Sem.)

To be taught by: W. A. Wittich

Planning and producing educational motion pictures, emphasis on communication and aesthetic factors as related to planning and production of motion pictures to meet curriculum goals through systematic development.

Ed EC 635 (3 cr.) ETV SYSTEMS AND PROGRAMS (Fall Sem.)

To be taught by: G. Z. Kucera

Study of the planning, acquisition, utilization, and evaluation of educational television programming. Analysis of systems of organization, administration, transmission and distribution.

Ed EC 650 (3 cr.) MEDIA SERVICE ADMINISTRATION (Fall Sem.)

To be taught by: L. A. Lum

Developing theory of administration for media service involved in planning, initiating,, operating, developing, producing and evaluating a curriculum support program in a single school or school complex setting.

Ed EC 690 (3 cr.) SEMINAR & INTERNSHIP IN MEDIA LEADERSHIP(Fall Sem.)

To be taught by: W. A. Wittich

Supervised activity in analyzing and developing media related learning experiences; establishing and testing strategies and procedures with communications media and techniques.

Ed EC 750 (3 cr.) SEMINAR IN ADMINISTRATION & MANAGEMENT OF MEDIA PROGRAMS (Spring Sem.)

To be taught by: Wittich and Staff

Current principles and practices in organization, administration, and management of programs utilizing new learning media: audiovisual, ETV and facilities for such management. Topics selected from: Elementary, intermediate, secondary, community college, special education, higher education, and district-state levels.(NOTE: Currently in process of being approved by the College of Education)

Ed EC 670 (3 cr.) EDUCATIONAL COMMUNICATIONS SYSTEMS

To be taught by: W. A. Wittich

Review of educational communications principles and their practical relationship to new educational media; techniques for design and utilization of combinations of media both projected and non-projected, audio and visual, leading toward achievement of instructional goals; investigation of new teaching strategies; systems analysis, self-instructional and interrelated techniques.

LS 684 (3 cr.) MANAGEMENT OF LIBRARY OPERATIONS (Fall Sem.)

To be taught by: E. Schoffield

Philosophies and techniques of scientific management, their application to library operations such as circulation, acquisition, cataloging routine, provides foundation in principal routines in libraries of all types and in theory and practice of scientific management to enable students to analyze routines and, where necessary, to design improved methods for library operations. This course is optional and will act as one of the electives from the Library Science area of study.

The Fellows will choose in the Spring semester, a 3-credit course as a suitable elective. The selection will be made in consultation with the project director.

APPENDIX 7

Ed. Communications 605 - Fall, 1972

EVALUATION OF EXISTING RESEARCH AND THE GENERALIZATIONS IT YIELDS AS THEY MAY BE USEFUL IN ACCOMPLISHING THE OBJECTIVES WITHIN THE FELLOW'S SELECTED MEDIA LEARNING DEMONSTRATION PROJECT.

Central Objectives:

To select from the area of (film, television, graphics and still visuals, audio and multi-media) research that which is judged by the evaluator to be useful in supporting content communication, utilization and learner responses as these concern the evaluator's media learning demonstration project.

Time Restraints:

Within the remaining time, the following schedule of reporting will be observed:

Film Research - end of Sept. 1972
Television Research - end of Oct. 1972
Graphics and Visuals - end of Nov. 1972
Audio Research - end of Nov. 1972
Multi-media Research - Dec. 15, 1972

Proposed Format:

Each Fellow will submit his individual statements in regard to generalizations, supporting evidence (citations of studies) and any anticipated relationships to his own project. The evaluator will enumerate his investigations on index cards. From these he will develop generalizations he feels may be directly or indirectly useful. Each generalization will be supported by bibliographical references.

Each Friday, Fellows will have the opportunity of reporting their findings in terms of importance and usefulness. Ensuing discussion on Friday may help to check their own judgements.

Criteria to be used in valuing individual research studies cited:

A. Research Valuing Procedure.

1. Hypothesis
   What is being tested?

2. All about the students involved
   (Age, number, subject)

3. The nature of the experimental factor
(The thing being experimented with)

4. The procedures followed
(How they conducted the test)

5. The results
   a. Are they appropriate to my use (validity)
   b. Are they reliable

Query: Will this study be useful to me in my professional work?

If yes, why?
If no, discard and forget it!

B. Three Criteria to be used in Formulating Generalizations about Film Research Area Assignments(same for other areas)

1. Communication via 16mm and 8mm film. (area 1)

   a. Comprehensiveness of research surveyed: A B C

   b. Quality and validity of gneralizations cited: A B C

   c. Applications of gneralizations to the media demonstration mission or project: A B C

2. The role of the teacher in achieving effective film communication (area 2)

   a. Comprehensiveness of research surveyed: A B C

   b. Quality and validity of generalizations cited: A B C

   c. Application of gneeralizations to the media demonstration mission or project: A B C

3. The role of the learner in achieving effective film communication outcomes and responses. (area 3)

   a. Comprehensiveness of research surveyed: A B C

   b. Quality and validity of generalizations cited: A B C

   c. Applications of generalizations to the media demonstration mission or project: A B C

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Appendix 8

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oll introductory film
ver titles.

ittich intro

VISUAL LITERACY

Title 1: Visual Literacy
Title 2: EPDA Training Grant
Title 3: Media Director and Associate Director Title

All of us have a capacity for multi-sensory communications with the world around us. Yet, how many of us actually employ all of our receptor skills--seeing, hearing, touching, and examining? Those people who are able to become aware of and respond to all that goes on about them may be said to be visual literate persons who display "visual literacy".

We will see several illustrations of how visual literacy can be developed as a means of increasing learning efficiency. The first has to do with the development of visual literacy among teachers who are interested in "INDIVIDUALIZED INSTRUCTION".

The second is an experience in developing visual literacy via MOTION PICTURES AND GAMES--among non-English speaking immigrant children currently at work in our Hawaii schools.

The third illustration shows how VISUAL LITERACY DOCUMENTATION is being developed among international teachers who come to the East-West Center to study, visit, record impressions, about better teaching and then communicate these to their cohorts in their native countries. Finally, how visual literacy skills can be imparted to teachers in training will be described.

Charles Nakamura, media learning skills project assistant, will describe how he employs visual literacy techniques through the means of developing self-teaching modules which rely on visualization, manipulation, audio discrimination, and tactile response. Mr. Nakamura....

harles - table top
emonstration

Research indicates that learning is improved when more than one sensory channel is used. We are app;ying this principle in developing visualized instructions, reinforced by audio cues for the operation of basic equipment. These self-tutorial modules (begin to pick up module) contain carefully sequenced photographs (show photo) and audio cues on cassettes (show tape). The learner follows along by actually manipulating the equipment (Point to illumitran).

As important--this kind of learning module is available to individuals--at any time, or, for as long as it is needed.

Finally, such learning modules are reliable--before being used by learners, each is carefully planned, assembled and tested for accuracy.

I would like you to visit my office and look over my shoulder as I go through the steps involved in producing a module.

ide MCU of Charles (pause sec) at desk. Secretary omes in with tape recorder. lanning sequence: CU of perating guide, storyboard ad. 18 feet, 30 sec.	The whole process begins by studying the nature of the learning task--in this case, the skill to be learned is using a cassette tape recorder and playback unit. The first step is to examine the existing literature. (Pause 6 sec.)
U - beginning to write cript and sketching to it narration for tape ecorder module. U - choosing photographs o fit narration. U - completed module - ooklet and cassette ape. 7-1/2 feet, 79 sec.	After studying the situation, I start sequencing in an orderly way all of the steps which will lead to the successful operation of this machine. Relying heavily on visual identification, I begin by scripting the audio portion on the storyboard. At the same time, I roughly sketch in portions of the equipment to be photographed later. The audio instructions to match the photographs are recorded on a cassette tape. The outcome is a series of pictures organized into a visual story, reinforced by a carefully selected series of simple audio suggestions.
U of booklet "Using the Sony Portable VTR", assette tape also. edium shot of Loretta and Kathy learning to perate the portable TR through use of self-instructional module. 10 ft, 17 sec.	When this is all put together, I then invite some people in who know nothing about this piece of equipment and have them go through the module. (Pause.) The important point here is to watch their reaction and make needed modifications.

U of booklet "Illumitran" ith cassette tape. CU of llumitran zoom out. MS f Evelyn and Bob perating the illumitran. 18-1/2 feet, 31 sec.	Visual LIteracy procedures are used to understand the operation of the Illumitran. Here, two teachers are approaching the Illumitran with no more background than the desire to learn its operation. The final test is the learner's ability to duplicate an original slide.
ittich	Thank you, Mr. Nakamura. The second illustration is drawn from the experiences of another of our sixth year graduate students in Educational Communications, Miss Dorothy Kuramoto. Miss Kuramoto will soon return to her media-related responsibilities in the Hawaii schools. We will ask her to describe how she has developed visual literacy techniques among non-English speaking immigrant children at Fern School. Miss Kuramoto....
Dorothy - table top demonstration	The task I approach in my intern work as a media specialist has to do with designing, using, and evaluating media as a kind of visual literacy learning experience which would capture the attention of non-English speaking immigrant students who are presently enrolled at Fern School in Honolulu. As is always the case, one must know where the students are before beginning to build. These students possessed a limited command of the English language and had limited

background for understanding it. Therefore, my procedure was to make it possible for them to see, to observe, to examine, to touch, to hear about things in their environment--for example, one of these experiences included a trip to the zoo which they planned--and then on the basis of their new-found understandings, helped them to develop first a speaking vocabulary which later became the means of developing a reading vocabulary in English--hence the written word had to be preceded by lots of ideas gained through visual literacy experiences. Let's examine a few of the experiences which we developed in the classroom (pick up some of the things on the table too and explain what they are and how they provided understandings and conceptualizations) (Dorothy explains just how understandings and concepts were developed as the students interacted with the film and two or three games which she will then describe briefly.)

Now to show you how this works in an actual classroom situation where we depend on visual literacy in the development of language skills, let me show you--

ilm begins	This is the 8mm film I have already described to you. A visual experience in bringing into the classroom understandable images--clearly conceptualized by the children who viewed it. My first attempt just didn't work out. However, I was able to change the classroom setting so that with this new screen and the same projector and with a proper seating advantage for the students, all were able to see clearly and literally lose themselves in re-living the experiences about their trip to the zoo.
hildren watching zoo film	The students enjoyed watching themselves on film and asked to see it over and over again. My internship project has attempted to demonstrate that the utilization of multimedia and visual literacy techniques can make school a little more pleasant and a more satisfying place to be....for both teachers and students.
ids around game	A good visual literacy experience encourages understandings which then can be related to visual symbols---when learners relate newly acquired concepts to symbols--the reading process is under way. Spoken words are the visual symbols that we learn to recognize as words, phrases or sentences.

student response to game

This vocabulary zoo game was created to offer another learning experience for students to become involved in acquiring language skills. The game became an informal way to motivate interaction and response---the recognition of new words---

The visual literacy approach provides opportunities for students to discover, interact, explore, and conceptualized ideas of his environment. When these understandings are known to the learner, he can relate them to symbols - words and phrases. This is what learning to read is all about.

ittich intro

Fred Burian, 6th year graduate student in Educational Communications will soon return to media leadership responsibilities at the East-West Center. Each year young teachers from Asia and the Pacific are invited to the Center to study, observe and select ideas and skills they believe will be useful in their own countries.

Mr. Burian, will you explain how you convey to visiting Asian teachers visual literacy skills useful in documenting and reporting ideas and observations to their fellow teachers in their homeland.

:45 First I should describe the problem. Educators come to the East-West Center from Asia and the Pacific. They study for degrees at the University of Hawaii and visit schools in Hawaii and on the mainland US. They evaluate and compare methods used by American teachers in the classroom.

Often they become enthusiastic, sometimes perplexed, sometimes even critical of what they see.

But not matter how they respond, they find valued teaching experiences which they desire to report to their countrymen. How do record and report these useful experiences is the question.

We have found that verbal word reports cannot be relied upon so we have searched for alternative media methods which can be depended upon to communicate new ideas and insights about teaching--in short, innovative visual literacy documentation and reporting techniques.

:45 Miss Mercedes Santiago is an East-West Center grantee from the Philippines. Miss Santiago has recently completed a Master's degree in Science Education and has just returned from a nine week visit to the mainland US to observe innovative science programs in action.

urian: Question #1	Miss Santiago, you used media to record your experiences?
antiago: Answer points to camera and tape ecorder as she speaks heir names.	I used a camera, a tape recorder and a diary to record the things I saw and heard. With the photographs I took, the taped interviews and the diary, I have prepared a multimedia report which I shall use to report my observations about science teaching. I want to show science teachers back homw interesting teaching methods I have observed.
red Burian 2:50	To show you how this happens, watch this account of another science teacher engaged in the media documentation which will appeal to the visual literacy of her countrymen to whom she will soon report.
stablishes office setting, amera & tape recorder on esk. 14 sec. :00	We begin by determining the level of competence the teacher already possesses in suing a camera and tape recorder.
urian points to camera. 3 sec.)	Pre-testing showed this teacher had little or no knowledge of how to use a camera, especially in a classroom.

of grantee sec. :18	So--we began to l[illegible] how. We used a self-tutorial module on f[illegible]amentals of using the 35mm camera.
ot over grantee's oulder as she loads mera. 13 sec. :27	She has just comple[illegible] the prescribed learning module...and I am t[illegible]ing her skills. She learned how to lea[illegible]e camera and other skills by following, step-by-[illegible]p, and at her own pace, a self-administered l[illegible]g module.
cond shot of grantee ing checked-out. sec. :40	By looking at diagrams, referring to her own camera, and following instructions on a cassette audio tape, this teacher gains confidence in using a camera as a visual documenting method in the classroom.
grantee/questioning sec. :55	
Burian/affirming sec. :58	Her demonstrated skills and answers to my questions on film speed, correct lens setting and shutter speed indicate that she has mastered the use of the camera and is ready to use this visual literacy tool in the classroom.

d. shot over shoulder classroom--zoom out to ow class. sec. 00	To the foreign teacher, the American classroom is often a bewildering environment. Small groups, each moving about their own experiments fill this science class with unaccustomed activity.
02	As a classroom observer she must have a clear understanding of what she is looking for before she walks into the classroom.
of hammer & nail, zoom t to show nail burning le in plastic cup. sec. 12	This East-West Center grantee-teacher is interested in the use of low cost, easily available materials that can be used in grade school science education in her country.
om out to show grantee background om in on grantee king pictures. sec. 4:24	She is intrigued as boys use their own initiative to construct lab equipment needed to conduct an experiment in soil science--at low cost, to make a container to measure the flow of water through different types of soil.
	She documents the procedure by taking a sequence of pictures as the experiment proceeds. The result--a visual record of an experimental procedure she can show other teachers in Thailand.

tape recorder module. sec. 4:45	Even while she perfects her camera skills, the teacher learns to use another valuable tool for recording events in the classroom.
rian & grantee examine dule, zoom to module. sec. 4:49	
of page of module, zoom t to show loading. sec. 5:00	In the same manner as she learned to use the camera, the teacher follows an instructional module for the portable tape recorder. When she is ready, the teacher will be checked out on the proper loading and operation of the tape recorder.
terviews with students. sec. 5:15.	Then it's into the classroom. This time the teacher is interested in examining pupil attitudes toward learning in such a free and open environment.
of student A. sec. 5:26	Do they enjoy learning science?
of student B. sec. 5:33	Do they get help from the teacher? How often? What happens in the small groups? Do they really learn?

of grantee with icrophone. sec. 5:38	Recorded interviews with pupils and teachers become a valuable tool in assessing the benefits as well as possible weaknesses of such teaching methods!
inal meeting before eparture. CU on lides, zoom back to ow map on wall. 46	Before the teacher leaves for the mainland, we make the final preparations. Her trip to the mainland US will include observing and documenting innovative science programs in California, Colorado, Washington D.C., and New York.
oom to map. 56	She is confident that she can use her newly acquired visual literacy tools to document important experiences she will see and hear.
ish Pan. sec. 6:05	Silence.
ening mail. sec. 6:08	From the field, the teacher sends me her undeveloped film, audio tapes and questions to which I respond. I critique what has happened, I send her needed supplies, and a tape recorded letter evaluating her progress.
of tape recorder. om out to show content eets. 6:22	Next, the films are developed and catalogues and together with the audio tapes and written reports await her return to begin the final

and most important phase--the preparation of a scripted, visualized multi-modern report designed for use in her home country.

tudio: opening shows
urian looking at contact
heet with Santiago.
:38

When Miss Santiago returned from the mainland, pictures and tapes were waiting for her to begin the task producing an audiovisual report of the trip.

I critiqued the pictures and taped passages chosen to suit the visual literacy of her homeland colleagues.

amera refers to items
s they are mentioned.
:00

The report includes a set of photographic enlargements with captions for use in describing her findings and recommendations to small groups and for use as a bulletin board display, also a picture storybook of her observations, and a set of slides made from the prints, as well as a collection of audio taped interviews. This multimedia package allows Miss Santiago to communicate her findings and recommendations in virtually any setting and under any condition.

ve toward UTR setup
table and start tape.
15

At the completion of her East-West Center grant, Miss Santiago gave this presentation--as a demonstration in visual literacy--to a group of Center students soon to be departing on their field study.

Let's look at a portion of the videotape of her presentation that shows how she uses her newly acquired visual literacy methods.

oom in on monitor.
t to B/W dub on 2"
pe. 7:30

Select a 30 sec. portion of M terminal report.

ttich intro

Curt Fawson, 5th year graduate student in Educational Communications, who will shortly report to his position of media coordinator at Church College, is among other things a highly creative Visual Literacy designer. He will be describing how he has helped fellow teachers plan and use visual ways for communicating information or skills in their classroom learning experiences.

wson - table top
monstration.

Here are several examples of visual literacy projects which we planned and produced. These games were designed and created by Evelyn Fujii. The learner who uses these employs visual, tactile, and manipulative skills to develop his vocabulary skills.

tudents w/ instructor. 3 sec.	I attempted to help teachers translate verbal symbols into visual graphic communication tools. These tools were then tried, cut, tested, and evaluated by actually using them with students in public and private elementary and secondary schools.
U of students. sec.	Teachers who are extremely creative, need to develop visual literacy skills to transfer that creativity into learning materials useful in their classrooms.
tudents & instructor ook at materials, then ove to end of table. 17 sec.)	Here, design problems are being worked out by sharing ideas and critiquing each other's work. While there are alternative solutions of each problem, it is themedia specialists' job to narrow these down to the graphic layout that can communicate best.
U of instructor. an down to CU of hotos. 0 sec.	Visual literacy is not limited to the photographic print itself; however prints are easy to manipulate. (P) Once the content has been established the next step is to translate content into some communication form.
U of students' faces. sec.	Flat pictures are often used as an intermediate step or jumping off point for television, films, slides, or multimedia packages.

(6 sec.) - group at table.	Sequencing is a very important part of the visual process. One isolated visual input might be incomplete without the full panorama of events that go with it.
(27 sec.) over shoulder - m to CU of materials Instructor's hand.	For this and other reasons, a test of the prototypes is made. The students are the best critiques of our educational tools, and often point out problems in products not anticipated in the original design.
	A recycling process then takes place where we evaluate the total product from rough draft to finished prototype.
	It's exciting to see what teachers can do with graphics, but even more exciting when they involve students in the communication process as they find more effective ways to visualize verbal content.

TELEVISION: BY AND FOR LEARNERS

sic open and hold ll introductory film er titles. sec., 1 min.	Title 1: Television: By and For Learners Title 2: EPDA Training Grant Title 3: Media Director and Assoicate Director Title
tles continue. rration begins: ttich	Traditional communication ---communication via the spoken word--- has been a long accepted goal in our schools. Today, however, many exciting alternatives are available -- we need but to observe the world around us to see how we receive information via radio, TV and graphic art. With the development of school and classroom television recording devices ---which are inexpensive and very easy to operate, teachers and pupils together use this communication medium to create alternative ways of reporting ----reporting the information and skills they have gained from their school studies. Examples of how learners use TV---TV which is pupil-planned and created ---will now be presented....
era on chart	Examples include: Social Studies - Kaimuki high school Career Experience - Damien high school 2nd language Learning - Fern School

SCRIPT - KATHY BUSICK

amera moves towards emonstration table. athy Busick narration.	Kathleen Busick, 6th year student in Educational Communications, who will soon be returning to media responsibilities associated with the teaching of social studies, will describe her own experiences with television ---by and for students.
ATHY- TABLE TOP min. objectives. udent communication way communication teraction & exchange	When I went to school, I did most of my communicating ---responding---with these --- (pen, pencil, typewriter). Today, students still learn how to write - speak-discuss, but now have the option to prepare a videotape --- to record their ideas for other students to witness ---
	The objective of the two Asian studies classes with whom I worked, was to explore two-way TV communication;--Student involved, planned, written and produced TV communication.
	As a media intern, I worked cooperatively with the classroom teacher about how all of us could use this small portable television system ---camera, video recorder and playback-in the classroom as it is ordinarily available. Six months ago I wouldn't havedared lay hands on this equipment, but now it's a trusted friend. Here's how that happened (picks up and describes selftutorial module). Then I did my own explaining to the students.

	Students were delighted to discover that it was even possible to view material immediately after taping. You replay through the eyepiece of the camera ---instant replay. Now, let's see how this works in a classroom.
ripting conference. sec., 14 feet.	As I just explained, these Kaimuki high school students first learned how to operate the television equipment. Now, they plan in detail a program to be presented, recorded and shared with others. To create good television program --- they must first produce a well written script.
tra CUof girl --2nd rl. sec., 11 feet	Amy questions if the moral of their folk tale is clear as it is written? --- Cora is concerned if her written introduction is clear and concise?
pans and medium of sick and student arning equipment eration sec., 30 feet	While one group continues improving the written script I assist others in camera operation. It comes quickly as students try it for themselves. Quite naturally, they explore alternative possibilities for using the video camera. Television use promotes a high level of student involvement.-- Peer tutoring increases student interaction.-- Edwin soon feels comfortable with the television system --- and then demonstrates its operation to John.

	Within a few days, preliminary scripting has been completed and our cameramen are ready for a trial run.
rst run through drama before TV mera. feet, 29 sec.	The "actors" are enthusiastic about seeing themselves on television replay --- especially because they have constructed their roles complete with masks.
	Oh oh ---this will need some polishing ---improvement ---so it's time to return to the committee to rework the script.
y reading script feet, 12 sec.	Each student's opinion is important --- because the final result is to be shared by mail exchange with students in high schools in New York and Australia. Everyone wants to be sure that this tape will be truely their best effort!
eat of play action. eet, 13 sec.	Now for the final run --- then all will view the finished tape with hopes that their tape will be well received by fellow students in New York and Australia.
TICH	Thank you---- A new communication skill ---but one which places greater demands on traditional written and spoken skills----

Another exchange of TV By and For Learners is presented by Sister Barbara O'Donohue who shortly will report to a school TV leadership position in American Samoa ----

Sister recognized that great numbers of upper level high school seniors face graduation with no realistic plans for their future ---future work plans --- or study plans----in her words --- let us add the reality of TV recording and study to the task of career planning. Sister Barbara.......

ster B. Table Top - Ad Lib, – ––– – –– –

ter Barbara
n sequence
in., 30 sec.

These senior boys have discovered how TV recording can capture great amounts of career information----more quickly and surely than the human eye and mind ---and, store it all away for future study in their own schools----

we are watching many things happening all at once---carefully prepared questions have been planned in advance by the entire student group --75 students--more than could possibly crowd around the computer expert ---these several boys, selected to represent their class mates ask the questions ---listen---but more important get it all on TV---

The computer expert explains the real tasks of computer work ---not just the glamour but the skills, as well as the demands of such work.

Back at school, the committee and the replay tape will be studied and discussed ----replayed again and re-discussed until these students decide either to turn to other career investigations ---- or, pursue even more deeply their awakening interest in computor science.

Our work with TV career recording provided a valuable supplement to the regularly scheduled career experiences ---speakers who were invited to come to the school to address an entire class---collections of presented information --- but the TV records proved invaluable in capturing the real life nature of career demands----

ITTICH: Thank you Sister---

This is most true when television is used as a communication tool controlled completely by interested able students.

A variation of TV By and For Learners has taken place at Fern School in this situation.

Television is used to record good teaching examples which can be used by other teachers. The examples are recorded via TV.

Ken Yamamoto, Title I Coordinator of Hawaii's Farrington Complex, served as the program planner. Along with miss Beverly Haid, who we will meet later, Mr. Yamamoto invited Miss Evelyn Fujii, a 6th year graduate student in Educational Communications to assist as the Media Specialist. Her competence in understanding the communication role of television was interrelated with his skill in teacher training. Mr. Yamamoto.....

r. Yamamoto

We are working to improve English language experiences for our English speaking immigrant children - Phillipino and Samoan. We have thought about television as a teacher training activity --- in fact, a year ago we bought our own television recording equipment--- another reason we welcomed Miss Fujii as one trained in televevision planning recording and editing.

ss Fujii

Iwas invited to the planning. It was decided that we would record, in TV form, the best teaching experiences which any of the teachers had worked out. We realized that television recording would be the life-like way to record such teaching examples for other teachers to build on.

. Yamamoto:

Our subject supervisor, Beverly Haid, and Miss Fujii selected the examples.

We'll take you right into the classrooms at Fern School where you will see how Miss Beverly Haid, subject coordinator, and Miss Evelyn Fujii use in TV in this very valuable teaching-training experience.

Eve----show us how you did all this.....

EVELYN FUJII- SCRIPT

adjusting set, zoom ay to group sec.	As a media specialist, I worked with Beverly Haid, the Language Acquisition Teacher, to identify the examples believed useful in teaching a second language. Our goal was to record the many good, alternative ways teachers have discovered for treaching young immigrant students to learn English as a second language.
U begin full face. . 8 sec.	The first step was to select the effective teaching strategies and arrange to record these examples on television tape.
, Pan up to Ev and Chas sec.	Once this was decided---- we went right into the classroom to tape the demonstration, or, the effective teaching strategies.
U Ev at camera facing ght. /2 sec.	The TV recorder is very easy to operate--- especially when a team worker is willing to get you started. Charles Nakamoto, Project Assistant, worked along with me in the early stages.
up to Ev and Chas; erse angle sec.	Here we are taping a visual literacy technique which keeps development of language concepts which grow out of the children's visit to the zoo. The trip is being relived by means of a super 8 film taken during the trip.

U of VTR sec.	From among other video tapes of teaching ideas, we selected the best and edited them into a collectio for later use as inservice training experiences to be uiewed and studies by teachers.
U TV screen, zoom away v and screen, zoom away oup min.	At an appropriate time and setting, the edited tapes are played back. Teachers viewing video playback have the opportunity to see the methods used and the learners response ---all in a life like way. When questions come up, the tapes may be rolled back and replayed for closer evaluation -----or---stopped for comment and discussion. INformation thus presented can be accepted or rejected according to the teacher's purposes and situations.
TTICH	Thank you, Evelyn..... Television's potential for teacher-training is far from beingrealized, and innovators such as the members of the Farrington Complex special services team will seek and discover even more possible applications.
	You have seen three examples of now creative and informed teachers are using TV in ways which reinforce more traditional goals of instruction. and add new dimensions to the communication skills

being acquired by today's students. We encourage you to investigate and use TV By and For Learners in your classrooms. Thank you and Aloha.

Appendix 10

Subject Script for #1 - MULTIMEDIA LEARNING

May 22

W. A. Wittich - Version 3

Introduce film - 1 min, 15 sec.
Title 1 - Multimedia Learning fade to
Title 2 - Media Training Project fade to
Title 3 - Produced by fade to
Title 4 - EPDA fade to

Narrator: W. A. Wittich
(Camera on Wittich and set -- move in and hold)

During our current communication revolution, the teacher undergoes a changing role. Today's teachers are becoming arrangers of learning experiences--mediated learning materials.... The teacher is no longer the sole source of information in the classroom. Using instructional technology to provide more and more information and skill experiences, he is more free to provide the much needed humanitarian influence--he counsels, encourages, plans with the learner, evaluates his progress. Media is used to inform--to teach skills....

Camera dolly back to include chart. Hawaii English Project, etc.

Four examples of such multimedia learning use and the teacher's changing role will not be described. These include (camera to chart):

CHART: Multimedia Learning

1. The Hawaii English Project
2. Multimedia Driver Training
3. The Teacher Assist Center
4. The Ewa Library Media Center

(Narrator reads titles.)

Camera plans slowly from Wittich

Michael Pallante, 6th-year student in Educational Communications who will soon return to his media leadership position in Newark, New Jersey, will be our first guide.

to Pallante and display	MIKE PALLANTE: (describes first his table top materials and then proceeds to supply his own narration over film clip #1. Time: 2 min., 40 sec.
oll film clip #2, arration over. Planning ession. ime: 1 min., 4 sec. 0 feet.	Now we will see how all this works in the classroom. This is a planning period in which 4-year olds to 9-year olds participate as the school day begins each morning. Youngsters are making their selections of the kinds of self-tutorial learning activity in the language arts which they would like to begin working at.
U of Willson in HEP room. ime: 12 sec. feet.	As each child makes his selection and announces it to his classmates, he has learned to go directly to the work area of his choice. Soon all of the youngsters will have made the decision to begin working. In the

	meantime, I am getting documentary evidence of all this so that I can bring it back to my own school district when I return.
an over work area showing ariety of activities. ime: 27 sec. 6 feet.	Soon everyone has made a selection and ....
hild sits down and runs card ack through language master. ime: 27 sec. 6 feet.	Like this young lady who has elected to continue self-tutorial audio vocabulary study gets her equipment and materials in readiness.
CU full face child at anguage master. ime: 7 seconds feet.	One of the first things she has learned is how to manipulate this equipment and since she has experienced success she proceeds with enthusiasm.
andwriting of "fox" an back to show boy writing, wo takes same action. ime: 18 sec. 1 feet.	Nearby, one of her classmates pursues his handwriting experiences by imitating a moving hand like his own which appears before him on the screen of an 8mm continuous loop projector.
ver the head shoot first alf--UC second can seework, ord incorrectly formed during irst 2. ime: 18 sec. 0 feet.	Here he perfects his skill by entering his own efforts in a plastic coded booklet which he will later scrub clean for use by a classmate. His first attempt isn't exactly right, but within moments he will take his work to be evaluated by his teacher or by a classmate and then return to do better or....

U key board ime: 7 sec. feet.	like this girl he may choose to pick up his work on the electric typewriter where, under the watchful eye and helping hand of a classmate, who has already mastered the skill, he proceeds to ready the typewriter and....
ed full face. ime: 9 sec. feet.	though not able to read will take instruction from a carefully diagrammed and color coded series of charts which are right nearby at hand....
irl's response - CU at ypewriter and MED esponse followed by pan way to MED. ime: 12 sec. feet.	This is how multimedia laternatives can absorb the attention and energies of children who, during the course of the r activity, pursue their own interest always under the encouragement and watchfulness of their teacher.
ong shot - over all lassroom activity. ime: 16 sec. 0 feet.	The results have been positive. Learner involvement is high, interest in school is increased! Pupils develop self-initiative! And more pupils receive teacher help and encouragement.
arrator:	Thank you, Mr. Pallante. The teacher's role is changing--what teacher alone could create 2600 mediated learning experiences such as these being used so effectively by 59,000 Hawaii children. A second example of multimedia learning is drawn from the high school level and will be described by Mrs. Loretta Lum who will return shortly to her media responsibilities in the Hawaii public schools.

Mrs. Lum - table top

A wide range of instructional media for driver education is available--16mm films are already used extensively in the classroom. Transparencies, relatively new, provide an excellent medium for groups of learnes to discuss and visualize traffic situations. Filmstrips are inexpensive and can be used in a number of ways. Games which simulate real life driving problems are fun, and very, very engrossing. Many games are produced by teachers as they seek to provide specific experiences for their particular students.

Mrs. Lum - film over

Group -UCU on Ching, Baker,
Lum, Sato - zoom in on
Baker.
Time: 51 sec.
31 feet.

This is Mr. Ted Ching, Program Specialist in Driver Education for the Department of Education, who invited me to assist him. Together we identified, evaluated, and recommended the best of available multimedia learning resources for try-out use in the high school driver education program.

A meeting was arranged with Mr. Gerald Sato, vice-principal at Kaimuki High School and Mr. William Baker, driver education instructor, to arrange for try-out use by Mr. Baker in his class, the purpose--to evaluate driver education instructional materials.

UCU Lum, zoom to Ching and
Lum critiquing filmstrips.
Time: 25 sec.
15 feet.

We developed criteria for the selection of materials. These included films, filmstrips, transparencies, Super 8mm film loops, audio tapes, and games and simulation.

UCU filmstrip 4 boys
viewing; into screen.
Time: 32 sec.
19 feet.

Selected materials were then used in class by Mr. Baker. As teacher and students evaluated these media experiences, recommendations to purchase the best of these were made.

	Recommendations for media learning materials were based on: accuracy of content, curriculum suitability, age suitability, technical quality, and ability to provide a response-evoking experience.
CU of critique with Lum and hing, discussion, 8mm box nd critique. ime: 1 min., 15 sec. 5 feet.	
U on projectual, back to Lum, aker, class viewing screen. ime: 12 sec. feet.	How to use good media learning materials was also suggested: large group, small group, or individual situations. Transparencies, for example, are effective for large group viewing and provide excellent visual support for teachers' comments and serve as good bases for discussion.
CU on screen, long shot of aker and class, image on screen. ime: 25 sec. 5 feet.	
um loads 8mm, 2 girls - oom to screen. ime: 33 sec. 0 feet.	For example--super 8mm film loops were found to be effective for small group and individual use. Film loops are simple to use and provide simulated real experiences so desirable for teaching essential driver education concepts.
U of game board, dice throw players in action. ime: 33 sec. 0 feet.	None being available we invented simulation games--which succeed in getting students highly involved! This particular game reinforces

knowledge of the Driving Code. Students really enjoyed the peer interaction evident here.

UCU Lum.
ime:17 seconds
0 feet.

By analyzing the feedback from students in the driver education class, I was able to recommend the use of a wide variety of carefully selected media, and also teaching suggestions for using these.

arrator

Many teachers find need for materials that are not yet available commercially. When this occurs, they may create their own. Not always possessing the necessary expertise to produce these, the school board of Hawaii has provided a Teacher Assist Center to help them. Mr. Robert Willson, 6th year student of Educational Communications, who will soon return to his professional position of Learning Resource Coordinator for the Seattle School District, will describe the Teacher Assist Center activities and a corollary found at the Ewa Library Complex. Mr. Willson...

amera on Willson and table top
isplay of TAC software.

One of the many Department of Education branches which I had the opportunity to visit during the year was the Teacher Assist Center, a branch of the Office of Library Services.

The TEacher AIsist Center Multimedia Secion has several specialists who are available to provide information, assistance and materials to teachers who wish to develop original media learning materials for use in their own classrooms.

	Many ideas--especially for software--originate with teachers as well as with Administrators and Supervisors who come to TAC for assistance in producing, designing, and refining needed instructional materials.
range box w/ blue binding-- isplay, open and show contents.	Here are some examples--this is a teacher-TAC designed container which will hold original slides, tapes, and other instructional materials. It can be shelved along with other items in the Learning Resources Center. TAC has assisted teachers to design and produce sets of slides and cassette tapes or open reel tapes which can be placed in such containers for ready access on school library shelves.
lue display stand w/ ransparencies including EACE BRUDDAH	Here is a display stand and a set of transparencies on sex education originated by a teacher and produced by TAC for use by high school and intermediate school use.
ight blue blooklet w/ elief and outline maps of awaii	This is a booklet of maps of Hawaii from which transparencies can be made--another teacher-TAC project.
ick up orange booklet w/ title uling Monarchs of Hawaii.	Also, "Ruling Monarchs of Hawaii"--a set of transparencies and accompanying descriptive material.

	The services provided by the Teacher Assist Center range from the simple to the complex but are always carried out with the needs of teachers and students foremost in mind. Now let's visit the Teacher Assist Center in action.
amille - Peace Bruddah ight, then zoom away to isucssion w/ Bob Willson. ime: 41 sec. 4 feet.	This is Mrs. Camille Almy, Program Specialist at the Teacher Assist Center. Mrs. Almy is displaying some of the teacher-planned media produced by the Center.
CU "red box". Zoom back, cut o Camille and box discussing xamples. ime: 25 sec. 4-1/2 feet.	To minimize duplication of efforts, TAC has designed items such as this box which will hold teacher designed filmstrips and cassette tapes so that they may be shelved along with other materials in the learning resources centers. These transparency originals, etc., are available to other teachers who find them useful.
U headliner. Zoom back, then U of strip coming out of achine, zoom away to Bob and peration. ime: 35 sec. 1 feet.	Many teachers come to the Center to learn how to use equipment housed at TAC. This "headliner" is used to produce a variety of type messages used in producing projectuals.
estetner copy sequence, ncluding interruptions for time assage--thermofax reset (has een started). ime: 1-08 seconds. 2 feet.	Teachers can come in and receive help in preparing graphic "paste-ups" of original materials which can then be placed in the Gestetner duplicating machine to produce a master from which multiple copies can be run off back at their own schools.

	Meanwhile the master has been produced on the duplicating machine. The teacher may take it back to her school to run off as many copies as she needs. (Transition): You can see from these samples of services provided by the Specialists at the TEacher Assist Cent how a teacher with a need and an idea can get help in creating original media learning materials.
S exterior EWA establishing hot. ime: 19 sec. 0 feet.	Another facility which has proved successful in Hawaii--especially in the rural and suburban areas--is the community/school library, which can be visited at Ewa Beach. This facility is designed to provide learning resources services to the whole community--young and old, student and non-student.
ircular LS, pan of Ewa main eading room, ends on illson and camera. ime: 30 sec. 8 feet.	This is the main reading room--large, comfortable, and well-stocked. You will notice Mike and me in the background documenting our visit.
egin in vis Educ Bulletin, oom away to W-P in graphics oom, zoom away LS graphics oom. W & P circulating. ime: 30 sec. 8 feet.	Staff members are available to help in the use of the wide variety of equipment available to the visitor to the community/school library. It is often difficult to distinguish between the student and staff, or

	student and non-student. The atmosphere is informal and friendly.
Tight, pan up--Smoking char passes through laminator, 2 reaction shots then removal of poster. Time: 30 sec. 18 feet.	The use of the laminator to prepare a poster for a student doing a unit on Smoking is demonstrated.
Ozlid printer sequences, medium LS opener, reaction, evaluation, MLS. Time: 37 seconds 22 feet.	Another creative and useful piece of equipment is this ozalid machine which is being used here to produce an overhead transparency.
HOt press sequence--good reaction shots, Charles & students. Time: 35 sec. 21 feet.	The use of the dry mount press is being demonstrated to some students by Charles Nakamura, Administrative Assistant to the Project Director.
Black eagle at graphics bench, medium LS, people discuss graphics. Time: 20 sec. 12 feet.	A friendly discussion about a graphics project in which one of the members of the Community is involved.

TV studio; mother, child & Tony - walk around. Time: 34 seconds 20 feet	Down thehall in the same facility we find the television control room and studio. The specialist in charge is explaining the operation to a mother who is interested in the services available to her and her family. The members of the Community are more and more taking advantage of the services and the facilities which the community/school library provide.
Long pan left Ewa presentation room, pan left to rear screen & equipment. Time: 35 sec. 19 feet.	This viewing and presentation room with its rear screen and other equipment is used by small and medium-sized groups from the surrounding classrooms as well as from the community. It has a comfortable atmosphere which lends itself to informality.
	Close: In many ways the community/school library is an extension of the centrally located Teacher Assist Center. It provides some of the same services at the local level that TAC does centrally but they are both part of a developing network designed to provide the best service to the greatest number of patrons.

Appendix

INSTRUCTIONAL TECHNOLOGY LEADERSHIP TRAINING: A MODEL

Script 6

August 2, 1973

E AUDIENCE

Persons who are considering entering training in instructional technology the Department of Educational Communications at the University of Hawaii.

L

To describe through the presentation of visual and audio examples the errelationship which exists between the first semester's theoretical course erings in communication technology and media skills laboratory experiences; , the second semester's intern demonstration activities as they are approved the State Department of Education and conducted by staff members of the artment of Educational Communications of the University of Hawaii.

This film will show how media interns demonstrate their new found abilities: uation analysis, problem designation, construction of media prototype learning erience, demonstration of media utilization strategies in the classroom; finally, evaluation by comparing initially stated objectives with observed aviors.

les (supers) over walk across npus.	Music high. Supers over.
ISODE 1 tinue: walk from Graduate ision to Wist.	Music lower level. Narrator: those who elect to work in the Department of Educational Communications at the University of Hawaii begin by making application to the Graduate Division. Following approval by that Division, candidates continue their planning with staff members of the College of Education, Department of Educational Communications.
dents enter offices of era and Lum.	Come in, Mrs. Lum and Miss Kuramoto--congratulations, you have been approved by the Graduate Division. Now, about your programs. Your work in instructional technology will begin with courses in media skills development and communication theory. We can show you how it works. During the first semester you will learn media technology skills, and, investigate the theoretical backgrounds of educational communications.

	Then...in the spring you will go out into actual classroom situations and put your newfound information to work. Now, about what happens during the first semester.
SOLVE	DISSOLVE
SODE 2 rles Nakamura guides dents through the IMC.	During their first semester those who work in educational communications become acquainted with the "literature". Media and communication literature includes games and simulation materials--graphics:--or, filmstrips, projectuals and alides,--multi-media packages, pre-recorded audio tapes, 16mm and 8mm sound and silent motion picture film experiences. Also, students of ed comm must acquire skills needed to plan and produce original learning experiences.
and Busick use module v portapak.	These two students are learning skills needed in using a portable 1/2 inch video tape recorder to create original ITV instructional experiences.

llante and Willson.	These students are acquiring the skills needed to prepare original motion pictures. With such skills they may create learning experiences to be presented either in 8mm or 16mm film format.
Willson shown at work on de copying instructions.	Still other students use self-instructional experiences to acquire skills in photographic slide duplication. Self-instruction enables students to proceed as far, and, as slowly or rapidly as their needs warrant.
t Fawson and group planning out.	The members of this seminar group, led by Curt Fawson, are meeting to exchange ideas and skills needed to plan, assemble, and actually create new and needed prototypes of media learning materials. They are at work in a laboratory equipped with appropriate media graphic production facilities.
SOLVE	DISSOLVE

SODE 3

Schofield, Lillian Lum, etc.

Also during the first semester, students study the foundations of educational communications. Visiting lecturer Dr. Edward Schofield of the Library School and Professor Lillian Lum of the Ed. Comm. Dept. help students locate and interpret key research studies from which they develop generalizations about using effectively instructional technology in the improvement of learning. Students are being introduced to the ERIC SYSTEM--a visual retrieval system which makes hundreds of research studies easily available to students. By means of the ERIC SYSTEM, students examine communication research in TV, film learning, games and simulation, visual literacy, community study, self-tutorial and multimedia learning strategies.

tich and Sheldon Varney.

Anticipating the work of the second semester, Dr.s Walter Wittich and Sheldon Varney discuss alternative instructional development designs which will be used by ed comm students as they apply their first semester's work to second semester media learning demonstration.

..demonstrations involving the use of media learning prototypes in actual school situations.

Here is how it works.

naka at Kaimuki School.

Principal: Good news, the Superintendent's Office has approved both of you working here and the University also approves.

(Nodding to Mrs. Lee)

Mrs. Lee has told me that you will be working in her department of social studies along with MRS. KAHAOKI. Now what do you intend to do? How many days a week will you be here?

Mrs. Lee: Kathy, (nodding at Kathy Busick) and Mrs. Kahaoki and I have had several meetings and we've decided that pupil-planned and produced television in the social studies is "our thing."

Mrs. Kahaoki: Mrs. Busick is going to introduce the ideas to the fourth period students. From that point on, how to use this new tool is up to them--with our help, of course. (Kathy nods assent)

END LIP SYNC.

thy at work.

Narrator: And so Mrs. Busick becomes an "adopted" staff member of the school. She helps plan and carry on instruction--with emphasis, of course, on instructional technology.

ripting conference.

She helps these students plan in detail a tv program to be presented, recorded and shared with classmates. Pupils soon discover that to create a good television program, they must first produce a well written script.

sick and student.

While one group continues improving the written script, Mrs. Busick helps others to learn about tv recording and playback. Students learn quickly and--explore alternative ways for using the television medium. Television use invariably promotes student involvement, and peer tutoring ecnourages student creativity. Within days, scripting has been completed and students are ready for a trial "run."

st run through of drama	The "actors" are enthusiastic about their television play. But both media intern and pupils sense a need for improvement--so it's back to rework the script.
reading script.	The final videotape result is to be shared by mail exchange with other high school students in New York and Australia. Periodically the intern reports her progress and findings to the principal.
SOLVE	DISSOLVE
hy Busick in principal's ice and narration LIP SYNC.	Mrs. Lee: We had an idea that there would be an interest in tv communication, but you should see it--really an impressive number of students are becoming involved, more than they have ever been in the past. You could say that there are cognitive as well as attitudinal gains. Kathy, why don't you show us your report? Kathy: (Opens up her portfolio of still pictures and describes just what the operation has been, what is being planned, and what has been accomplished.)

	Principal: Well, this sounds very impressive and well...Mrs. Lee, how much is it going to cost me? Mrs. Lee: Oh, we have a budget for you but with it we can reach a new group, those interested in planning and recording their day to day class experiences.
FADE TO BLACK	FADE TO BLACK
Loretta Lum and Mr. Baker.	Narrator: Another intern, Mrs. Loretta Lum, chose to evaluate the nature and use of instructional technology in driver education. She first screened many learning materials--from these she and coworkers selected the most appropriate filmstrips, audiotapes, and projected materials. Next, Mrs. Lum and Mr. Baker, the driver education teacher, together with students evaluated materials as they may later in regularly scheduled classroom situations.
CU on projectual, back to Lum, Baker, class viewing screen.	Together they explored large group, small group, or individual use possibilities Transparencies, for example, provide excellent visual support for teacher-learner discussions.

	As they validated materials, they considered such criteria as accuracy, technical quality, and ability to evoke learner response.
Lum loads 8mm, 2 girls--zoom to screen.	Film loops provide simulated experiences so needed for understanding essential driving concepts which involve action in real life situations.
CU of game board, dice throw and players in action.	Mrs. Lum created several needed games. This game reinforces knowledge of the driving code.
2 UCU Lum.	Finally, Mrs. Lum addressed her recommendations about media and driver education to State of Hawaii educational officials.
FADE OUT	FADE OUT
Children watching zoo film.	Another intern, Dorothy Kuramoto, attempted a demonstration of how instructional technology techniques can encourage non-English speaking immigrant children to become more involved and interested in school. She found that by providing

a variety of good visual literacy experiences, pupils gained understandings which motivated them to increase both speaking and reading skills.

Student response to game.

Because she could not find all that was needed, the intern created this vocabulary zoo game--another way for students to become involved in acquiring language skills.

Miss Kuramoto validated a variety of visual literacy approaches which provided opportunities for students to discover, interact, and learn.

FADE TO BLACK

Another intern, Evelyn Fujii, worked with Miss Beverly Haid, a language acquisition teacher who is identifying useful teaching examples. Her goal is to record effective ways for teaching young immigrant students to learn English as a second language, and to share these experiences with co-workers.

UCU begin full face. Evelyn.	Evelyn Fujii, the media intern, arranged to record and edit effective teaching strategies for later study and use. She is very skillful in taping selected demonstrations of effective language teaching. This recorded experience captures the effective technique developed by Dorothy Kuramoto, a filmed visit to the zoo being relived here by the learners as they see themselves on 8mm film. From among this and other video tapes of teaching ideas, the best were selected and edited for later use.
Teachers viewing tv monitor.	Teachers, when viewing such video playback, have the opportunity to see the methods used and the learners' responses--all through the life-like television medium. Following their viewing of such teaching examples, each teacher will carry away ideas which hold promise for her own instructional responsibilities.

Sister Barbara and students.

Another media demonstrater intern, Sister Barbara C'Donohue, experimented with the recording and later re-study of career information episodes.

Arranging for small groups of young men to visit in the community, the details of such visits were recorded for later playback and study by high school peers.

Other interns have chosen to study, for later use,

successful media programs currently in use in Hawaii.

Interview with Dr. Shimabukuro re Hawaii English Project.

Planning session.

Narration: Interns Pallante and Willson arranged next to visit and record evidences of how 4 to 9 year olds participate in daily planning periods and begin to work at self-tutorial media learning activities in the language arts.

CU of Willson in HEP room.	They documented for later use how instructional technology really applies as each child makes his selection, goes directly to his chosen work area and proceeds at his own pace.
Pan over work area showing variety of activities.	
Child sits down and runs card pack through language master.	They observe this young lady accomplishing self-tutorial audio vocabulary study.
UCU full face child at language master.	She knows how to manipulate the equipment, has experienced success, and proceeds with confidence.
Handwriting sequence.	Nearby, a classmate learns handwriting by imitating a moving hand like his own as it appears before him on the 8mm screen. His first attempt isn't exactly right. But he will soon correct it. If not, he will take his work to be evaluated by his teacher or by a classmate who has already mastered this particular skill and is willing to help others.

CU keyboard.	This girl has chosen to work on the electric typewriter--*and* with the help of a classmate who has already mastered this skill.
Red full face.	Though not able to *read*, she follows directions presented in a series of color coded charts which she studies and responds to.
Girl's response--at typewriter.	The media interns note how self-tutorial alternatives absorb the attention and energies of children who, during the course of such activity, pursue their own interests.
Long shot--over all classroom activity.	With the ever present help of their classroom teacher, results have been positive, and--interest in school is increased!
FADE OUT	FADE OUT
Fred Burian at work with East-West Center grantee.	*Narrator*: This teacher came from Southeast Asia to Hawaii's East-West Center to study and report educational innovations in science teaching in the United States.

Manipulate camera equipment. Establishes office setting, camera and tape recorder on desk.	Media intern, Fred Burian, elected to help her understand and use technology to accomplish her goals.
Burian points to camera.	He introduces her to the use of a self-tutorial module about 35mm cameras, to be used in recording innovative ideas about science teaching.
CU of hammer & nail, zoom out.	Later in the classroom, she photographs science pupils as they construct laboratory equipment needed to conduct their experiment in soil science.
Zoom in on grantee taking pictures.	The pictures being taken will be a documentary record of experimental science teaching procedures she will later explain to her countrymen who may refer to such photos for clarification.
CU of page of module, zoom out to show loading.	To fulfill another need, the grantee studies an instructional module on how to use the portable tape recorder. She will use this skill to record pupils who are willing to express their attitudes toward learning science.
U of Student A.	Did they enjoy learning science?

CU of student B.	What did they really learn? Such recordings will make believable additions to her report.
SOF Kucera and Dean.	The results of all you have been watching are now reported by Chairman Geoffrey Kucera to the Dean of the College of Education.
Lum, Kuramoto, and gang walking across campus.	